DOCUMENT RESUME

ED 022 108

AC 002 588

By-Woolman, Myron; Carey, Gordon R.

LITERACY TRAINING AND UPWARD MOBILITY IN COMMUNITY ACTION. A REPORT ON THE LITERACY INSTRUCTOR PROJECT.

Institute of Educational Research, Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Report No-OEO-594

Pub Date 66

Note-233p.

EDRS Price MF-$1.00 HC-$9.40

Descriptors-*ACTION PROGRAMS (COMMUNITY), ANALYSIS OF VARIANCE, *CORRECTIVE INSTITUTIONS, DROPOUTS, FEMALES, *INSTRUCTIONAL STAFF, *LITERACY EDUCATION, MALES, MOTIVATION, PRISONERS, PROGRAM COSTS, PROGRAM EVALUATION, RESEARCH, *SOCIAL MOBILITY, STATISTICAL DATA, SUBPROFESSIONALS, TEACHER EDUCATION, TESTING, URBAN AREAS

Identifiers-Accelerated Progressive Choice Reading Program, District of Columbia

This 1965-66 study was made for the Office of Economic Opportunity under subcontract to the United Planning Organization, Washington, D.C. Its aim was to develop and test a combined literacy and job skill program for functionally illiterate dropouts in the District of Columbia. Only 54 such trainees were secured, and the remainder (315) were male and female inmates at the Lorton, Virginia, prison complex. The Accelerated Progressive Choice Reading Program was used to develop literacy skills, provide experiences in goal achievement, and impart subprofessional literacy instructor skills to the trainees. Dropouts and inmates both showed gains in literacy scores and in measured intelligence, with literacy gain scores strongly favoring the inmates, and most instruction was ultimately trainee led. The benefit cost ratio at Lorton was extremely favorable. Conclusions on program support, incentives, and correctional literacy education were offered. (The document includes tables and charts, bibliographies, and numerous appendixes relating to the planning and operation of the project.) (ly)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

THE INSTITUTE OF
EDUCATIONAL
RESEARCH, INC.

LITERACY TRAINING AND UPWARD MOBILITY
IN
COMMUNITY ACTION

(A REPORT ON THE LITERACY INSTRUCTOR PROJECT)

ED022108

by
MYRON WOOLMAN, Ph.D.
and
GORDON R. CAREY

The Institute Of Educational Research, Inc.

Sponsored by a demonstration grant, Number 594, from the Office of Economic Opportunity under Section 207 of Title IIa of the Economic Opportunity Act of 1964 and implemented through a sub-contract with the United Planning Organization.

AC002588

AN OVERVIEW OF THE PROJECT

This study was performed by The Institute of Educational Research from August 10, 1965 to August 9, 1966 for the Office of Economic Opportunity under sub-contract to the United Planning Organization, Washington, D.C. Its aim was to develop and test a combined literacy and job skill program for functionally illiterate drop-outs in The District of Columbia.

The Accelerated Progressive Choice Reading Program was used as the tool for (1) developing literacy skills; (2) providing a large number of experiences in goal achievement; and (3) ultimately developing the sub-professional skill of Literacy Instructor in previously functional illiterate trainees.

This report covers the planning, operation and findings of the Literacy Instructor project. It has four major components. The first presents some conceptualizations and theoretical issues involved in the project design. The second moves from its form at initial conceptualization to its structure when actualized in the field; this section concerns itself with the factors involved in the changes which took place as well as the changes themselves. The third covers the evaluation of the results obtained. Finally, the fourth component is a general discussion of the issues involved in projects of this type as distilled out in the course of the work performed.

ACKNOWLEDGEMENTS

The fundamental concepts underlying this project were first discussed and crystallized with Dr. Leonard S. Cottrell, Secretary of the Russell Sage Foundation, whose support and approbation were instrumental in sustaining their vitality.

Also, discussions and planning for this project benefited much from discussions with Dr. Sanford Kravitz, then Chief of Research and Program Development for the Community Action Program Division of the Office of Economic Opportunity, and Dr. Hyman Frankel, then Deputy Director of the United Planning Organization of Washington, D. C.

Dr. Ira Cisin, at George Washington University, was very helpful in articulating the experimental design. In addition, the project was discussed intensively with Dr. Charles Shedd, Director of the Literacy Center at Western Kentucky State College, and Mr. Chad Drake, at the Massachusetts Council for Public Schools, with emphasis on the coordination of the method of evaluation.

Finally, the writers wish to acknowledge their appreciation to Mr. James Banks, Director of The United Planning Organization of Washington, D.C., for undertaking so complex and innovative a project despite the obstacles which were so clearly ahead; and Mr. Kenneth L. Hardy, Director of the Department of Corrections of the District of Columbia, who cooperated so fully in the implementation of this project.

CONTENTS

Chapter		Page
1	THE FRAME OF REFERENCE	1
	The Functional Illiterate	1
	Progressive Choice Reading Method	3
	Cultural Asynchrony	10
	The Motivational Problem	16
2	OPERATION OF THE PROJECT	25
	Objectives of the Literacy Instructor Project	25
	The Organizational Emphasis Problem	26
	The Splintering of Function	29
	The Community Arm of the Project	35
	Institutional Arm of the Project	39
	Summary	42
3	DATA ANALYSIS AND TESTING PROCEDURE	45
	Stanford Achievement Test Scores	45
	Lorge-Thorndike Intelligence Test Scores	55
	Testing Procedures	59
4	GENERAL DISCUSSION	63
	Functional Asynchrony in the Community Action Agency (CAA)	70
	Ghetto Euphemisms and Adult Productivity	74
	Final Summary and Conclusions	76
Bibliography		79
Appendix		

TABLES

Table		Page
1	Summary of Six Experimental Studies Comparing PC and Conventional Reading Methods	6
2A	Workhouse Stanford Achievement Test Results SAT Word Meaning Gains	47
2B	Workhouse Stanford Achievement Test Results SAT Paragraph Meaning Gains	47
3A	Women's Reformatory Stanford Achievement Test Results, SAT Word Meaning Gains	49
3B	Women's Reformatory Stanford Achievement Test Results, SAT Paragraph Meaning Gains	49
4A	Men's Reformatory Stanford Achievement Test Results, SAT Word Meaning Gains	50
4B	Men's Reformatory Stanford Achievement Test Results, SAT Paragraph Meaning Gains	50
5A	United Planning Organization Stanford Achievement Test Results, SAT Word Meaning Gains	52
5B	United Planning Organization Stanford Achievement Test Results, SAT Paragraph Meaning Gains	52
6	Time in Literacy Training and Reading Gain Scores	54
7	Lorge-Thorndike Verbal IQ Gains for Differing Levels on Pre-Test	57
8	Lorge-Thorndike Non-Verbal IQ Gains for Differing Levels on Pre-Test	57
9	Below 50 IQ on Lorge-Thorndike Pre-Test	58
10	Descriptive Data on Literacy Trainees	61
11	Derivation of Reportable Test Data	62

AN OVERVIEW OF THE PROJECT

This report covers a study performed for the Office of Economic Opportunity under sub-contract to the United Planning Organization, Washington, D. C. Its aim was to develop and test a combined literacy and job skill program for functionally illiterate drop-outs in The District of Columbia.

The Accelerated Progressive Choice Reading Program was used as the tool for (1) developing literacy skills; (2) providing a large number of experiences in goal achievement; and (3) ultimately developing the sub-professional skill of Literacy Instructor in previously functional illiterate trainees.

The study was performed by The Institute of Educational Research from August 10, 1965 to August 10, 1966.

Chapter I

THE FRAME OF REFERENCE

THE FUNCTIONAL ILLITERATE

Illiteracy denies approximately eleven percent (11%) of Americans their right to fully participate in our democratic society. The adult illiterate has a low income, unstable family relationships, and a higher probability for commitment to institutions. As has been repeatedly demonstrated, an impoverished environment results in a paucity of social and intellectual inputs and can result in spuriously low intellectual measures and personal and social inadequacies. These in turn combine to limit the development of job skills and the ultimate result is a dependent and inadequate adult who requires support through public agencies such as prisons or other institutions and/or survives as a chronic welfare client. Further, the force of moral and legal mechanisms for control over behavior is reduced on the basis of the lack of awareness and a resulting insensitivity to societal demands. Enrichment of the social environment has repeatedly produced positive changes on standardized measures. Some of the changes, as in the studies of Cooper (1960), Gault (1914), Slawson (1926), Miner (1918), Merrill (1926), Kvareceus (1945), Shulman (1938), Maller (1937), Healy and Bronner (1936), Shaw (1929, 1930, 1938), E. Glueck and S. Glueck (1950, 1952), Terman (1925) and Wechsler (1944), have been quite dramatic.

The illiterate mother has a greater number of illegitimate children than her literate peer. The illiterate inmate of a criminal institution has a greater probability of recidivism (Shaw, 1929, 1930, 1938; Glueck, 1935). Likewise, the school dropout is often a frustrated adolescent at the peak of his energy levels, who faces low employability and a future ridden with social parasitism (Terman, 1925; Wechsler, 1944; E. Glueck and S. Glueck, 1950, 1952). Their impulsive societal activities are largely limited to nonproductive and even destructive behavior as a consequence of low literacy levels and consequent low job skills. A report of the Subcommittee to Investigate Juvenile Delinquency of the Senate Judiciary Committee (E. Brice, 1959) stated:

> Today in many communities youth unemployment is a serious social and economic problem. Unless remedial measures are found and applied, this problem may soon reach critical proportions all over the country with a direct bearing on the

> youth crime rate which has risen sharply each year for the last decade. Teenagers in the labor market have the highest rate of unemployment for any age group, generally about double the national average.[1]

The questions inevitably arise as to whether these emotional castoffs are set adrift because of personal inadequacy, or whether they are unable to learn under conventional classroom methods. Conversely, if training methods were designed to provide goals perceived as more realistic in a context consistent with the needs and values of these learners, could we not anticipate a considerable educational resurgence in these resilient young people?

The Bureau of Labor Standards of the United States Department of Labor has stated:

> The teenage dropout, whether a delinquent or a non-delinquent, begins his adult life economically and socially handicapped. Since more than two-thirds of these youngsters, according to National Education Association figures, have average or above average ability, the high dropout rate is not only tragically limiting to the individuals involved, but also is a costly waste of potential to American Society as a whole.[2]

---

[1] Edward W. Brice, "Illiteracy in a Changing America." U. S. Department of Health, Education and Welfare. Office of Education Publication OE-13605, 1959.

[2] Design for Community Action. Bureau of Labor Standards, U. S. Department of Labor, Government Printing Office, Bulletin No. 248, 1962, p. 5.

PROGRESSIVE CHOICE READING METHOD

The Progressive Choice Reading Method embodies the following characteristics:

1. Programmed material is presented in small, readily digestible units.
2. A rigorous sequence of reading skill development is imposed following the principles of the Progressive Choice Reading Method.
3. Learner response rate is high.
4. There is continuous feed-back of the adequacy and relevancy of learner responses.
5. Learners progress only on the basis of demonstrated proficiency using built-in evaluation methods.
6. Learners are required to achieve specified goals and sub-goals.
7. Both extrinsic and intrinsic motivational devices are used.

The instructor is thus a human vehicle through which the program moves to the learner. However, in contrast to the teaching machine, the instructor can be sensitive to areas of learner difficulty, offer support and encouragement, and correct special student learning problems on the basis of new insight and skill. To facilitate this process, and to avoid mechanistic classroom behaviors, a Program Rationale is included in the Teacher Manual. This is an independent self-instructional program, designed to provide conceptual understanding of the principles and techniques underlying the Progressive Choice Reading Method. The teacher (or unskilled literate instructor) is therefore systematically provided with a course of study in the Progressive Choice Reading Method while using it in a realistic training situation. Thus, the underlying rationale and implications of the teaching procedure are exposed at a more fundamental level. The function of the conceptual program is four-fold:

1. Eliminate the necessity of special training for program instructors.

2. Increase motivation and involvement of program instructors.

3. Increase the precision of their diagnosis of reading problems.

4. Increase their adaptability in the use of the program in the classroom situation.

This self-instructional feature has been received very positively by teachers of the mentally retarded.

A National Institutes of Mental Health grant involving the use of a Progressive Choice Reading Program was used to teach reading skills to mental retardates, and succeeded in upgrading reading skills for most retardates. Excerpts from the Summary and Conclusions follow:

> The study was designed to obtain a "minimal yield" estimate and therefore no assistance or training was given to teachers in the form of workshops, evaluations, critiques or supervision. E and C teachers were regular public school teachers and were oriented to the experimental situation in two after-school sessions totalling approximately three hours. There were 23 classes in 19 schools covering the Fairfax County, Baltimore City and Baltimore County systems. In addition, some private schools used the Basal Progressive Choice Reading Program under less rigorously controlled conditions. All classes were pre-tested (Fall, 1962) using the Metropolitan Achievement Test (MAT), Primary I Level, Form A; the Progressive Choice Marginal Diagnostic Reading Test ($r = .95$ applying the Spearman-Brown correction for $N - 170$) and post-tested with alternate forms of the same tests on completion of the school year. Differences in performance on the Progressive Choice Diagnostic Reading Test were used as the basis for evaluation, as the MAT used lower case letters which had not yet been taught to the E children.

> The results, as measured by difference scores on the Progressive Choice Marginal Diagnostic Reading Test favored E subjects at significant levels of confidence; Trainable E subjects were superior to Trainable C subjects; Educable E subjects were superior to Educable C subjects. The gain in reading scores by Trainables was almost as great as the gain obtained by Educables.[3]

One conclusion of the study was that teachers can use the Basal Progressive Choice Reading Program effectively without prior instruction or supervision.

The Progressive Choice Reading Method was designed by the Principal Investigator in 1950, based on theoretical considerations involved in the learning process. Since that time it has been subjected by Bloomer (1961) to six experimental tests with first grade children (these studies employed teachers trained in the principles and techniques of the method). Each of the six studies by Bloomer established a significant difference favoring Progressive Choice trained children at the end of the first grade when compared with various conventional methods using standard tests of reading proficiency such as the Gates and Metropolitan tests. (See Table 1 below.)

Table 1 represents a summary of six studies and shows that at the end of the first grade Progressive Choice trained children obtained superior reading post-test scores ($P < .001$) when compared with children trained by other methods. Briefly, at the end of first grade, only six percent of Progressive Choice children failed to achieve second grade level as compared with 29% for conventional reading methods. Progressive Choice and conventional reading methods were about equal in the proportion of children reading at second grade level, but only 18% of the control children obtained reading scores at the third grade level while 42% of Progressive Choice trained children scored at the third grade level. Davy (1961, 1962) adapted the Progressive Choice Reading Method and demonstrated that retarded children could learn to read by this means.

---

[3] Woolman, M. and Davy, Ruth A. Developing Symbolic Skills in The Mentally Retarded. Washington, D. C.: Institute of Educational Research, Inc., 1963.

Table 1

Summary of Six Experimental Studies
Comparing PC and Conventional Reading Methcds

Achievement Level of First Grade Pupils by Percent

Teaching Method	Number of Classes	Number of Pupils	Reading Achievement Grade 1.0-1.9	2.0-2.9	3.0-3.9	%
Progressive Choice	7	178	6	52	42	100
Combined other Methods	15	383	29	53	18	100

Chi-Square - 138.21 using actual frequencies (P less than .001)

The mean achievement level of normal first grade children in the six Bloomer studies was 2.88; i.e., mean achievement was almost at third grade level at completion of first grade. Work with problem-reader adolescents over the last ten years indicates that they can increase their reading achievement level at far greater rates than first grade children. Although it is not possible to predict with certainty, it is our expectancy that a mean sixth grade achievement level is a reasonable goal for illiterate normal adolescents and adults over the same time period using programmed Progressive Choice materials Using these programs, illiterates could be taught by certified teachers, literate adults and adolescents at higher levels in the program.

Recent Pattern of Evidence for the
Accelerated Progressive Choice Reading Program

The Accelerated Progressive Choice Reading Program has been evaluated in a number of contexts. Some of the findings follow:

1. Bank Street College Study[4]: Job Opportunities in Neighborhoods and The Police Athletic League of New York City supplied the subjects (approximately 200). Instruction was given by volunteer, unpaid adults. Literacy trainees were unpaid. Pre- and post-test scores were not obtained for most subjects. Those on whom tests were obtained gained about a year on the Gates Reading Survey Test. Recorded interviews were given to 22 literacy trainees on completion. Ninety-two percent stated that they believed that they had improved and one hundred percent stated that the reading program should be given to all urban drop-outs.

2. Morgan State College Study[5]: This was a three-week intensive reading program given in a camp setting to 80 children who demonstrated a minimum of one year reading deficiency. The total instruction and reading practice time was 45 hours. The mean gain on the Gates Reading Survey Test was six months or a decrease in retardation of 23.2 percent. Harvey Block concluded:

> Eighty students from Baltimore City's poverty target area were provided a camp experience which included a reading improvement program. Children demonstrate (sic) an average gain of six months after forty hours of instruction. The data demonstrated the effectiveness of the particular tool used and in addition, methods for further improvement are discussed. It was concluded

---

[4] E. Terry Schwarz, An Evaluation of the Accelerated Progressive Choice Reading Program. Bank Street College, New York, N Y., 1964.

[5] Harvey A. Block, An Examination of the APC Reading Method As a Tool for Decreasing Reading Deficiencies of Children From Low Socio-Economic Backgrounds. Morgan State College, Baltimore, Md., 1965.

that these programs are of value but require additional examination.[6]

3. Washington, D. C. Study[7]: This was an intensive six-week summer school evaluation with 45 hours of instruction to 66 pupils of the 7th, 8th, and 9th grades. The reported mean gain was 1½ years on the Gates Reading Survey Test.

4. Galena Park Study[8]: Galena Park has used this method over a longer period of time and with a greater number of students than any other group. They report gains of 1.8 grades in reading skill and a sharp reduction in drop-out rate.

Other data received from such organizations as the Systematic Training And Redevelopment (STAR) Program in Mississippi, and the New Albany-Floyd County School System[9] give at least comparable results. Also, Arthur Greenleigh Associates[10] compared various adult literacy training systems in a study which is difficult to summarize, as results vary in the different localities used. They do conclude that literacy systems such as Reading in High Gear (one published version of the Progressive Choice Reading Method) tested in their study can be used effectively by persons lacking teacher credentials.

More important than any of the studies showing literacy gain was The Summer Catch-Up Project in Prince Edward County.[11]

---

[6] Ibid.

[7] Anne W. Pitts and Frances C. Payne, The Effectiveness of Programmed Instruction. Public Schools of the District of Columbia, Washington, D. C. 1964.

[8] F. E. McGahan, Nine Years of Public School Education for Children With Learning Disabilities. A paper presented at the First Annual Convention of the Texas Association for Children with Learning Difficulties. Houston, Texas, 1965.

[9] Duplicates of data submitted from these two studies can be supplied upon request.

[10] Greenleigh Associates, Inc., Field Test and Evaluation of Selected Adult Basic Education Systems. Greenleigh Associates, Inc., New York, N. Y. 1966

[11] Myron Woolman, The Summer Catch-Up Project in Prince Edward County. Institute of Educational Research, Washington, D. C. 1965.

This study, performed during the summer of 1965, was undertaken at the request of community leaders to avert a threatened mass drop-out of approximately 500 adolescents, most of whom had a four or five year schooling gap in their histories. Instructors were vacationing college students recruited by various church organizations who worked for a nominal stipend plus subsistence. Literacy trainees were unpaid and usually worked in the fields before or after their instruction. Literacy training was given in primitive facilities (poor lighting, and often no drinkable water) but attendance remained high and practically all trainees returned to the public school situation on the resumption of formal schooling in the fall.

The history of these projects made it appear clear that organizations such as The Community Action Group in Prince Edward County (PECAG) could provide sufficient numbers of trainees to make a literacy project feasible.

CULTURAL ASYNCHRONY

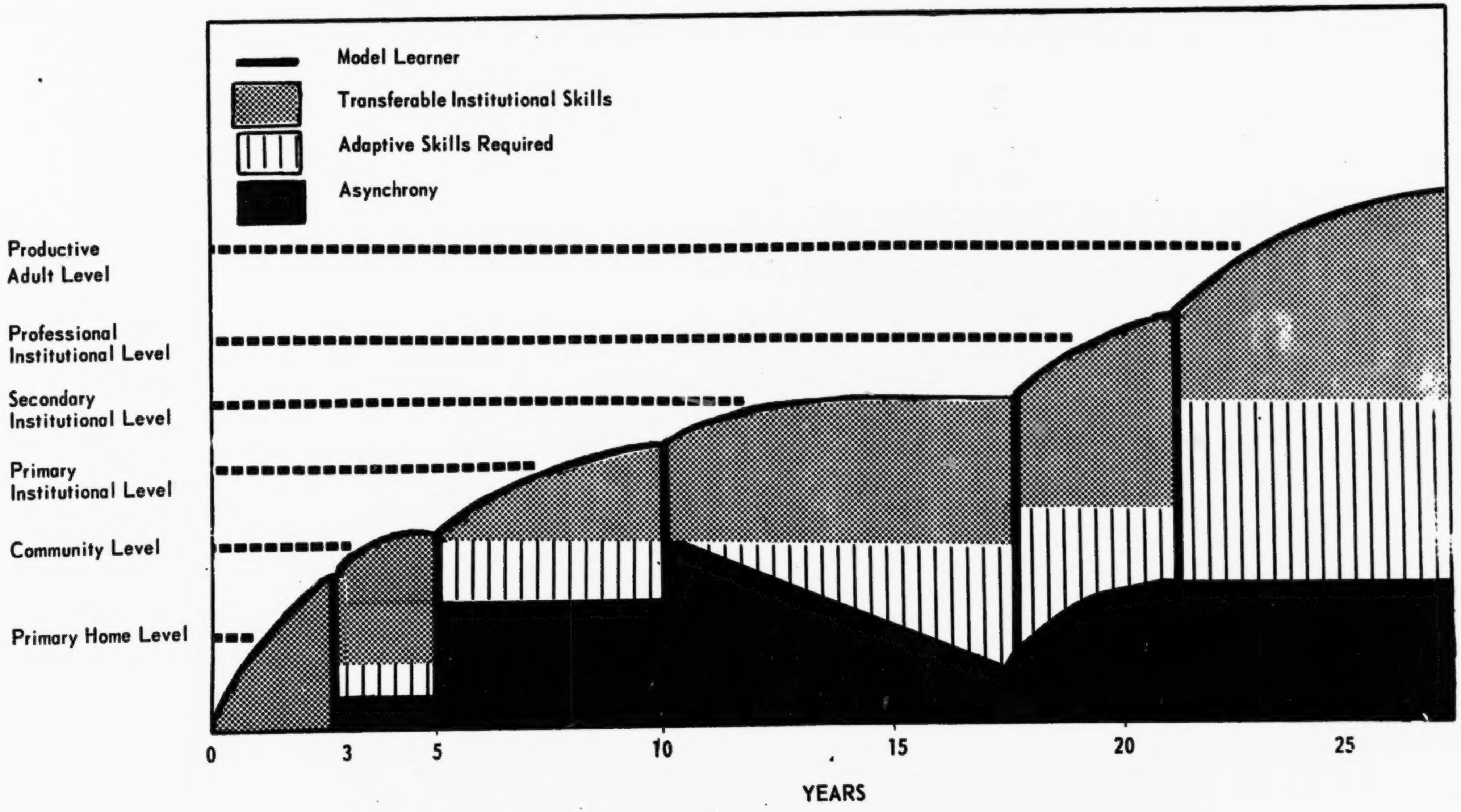
To properly understand the problem of the functionally illiterate drop-out, it is imperative to consider him in a cultural context A term commonly used to characterize his societal condition--"cultural deprivation"-- connotes a defect, or lack, or insufficiency in his cultural condition. The remedy that then follows is to bring into the functionally illiterate drop-out's world the "missing" materials.

Experience with the functionally illiterate drop-out strongly suggests that such thinking in terms of "cultural deprivation" is inaccurate and inimical to constructive solutions of the problem. The functionally illiterate drop-out is not culturally deprived, but culturally different; the problem is not one of cultural deprivation, but of cultural asynchrony.

When an individual in one sub-cultural stage lacks the behavioral repertoire necessary to transfer to the next stage, he tends to remain at the earlier stage. Thus a child who learned to obtain need gratification through the use of anti-social behavior such as tantrums, crying, banging, etc., could be rejected by his Community Level age-mates as he fails to adapt to their behavioral requirements and to obtain need satisfactions outside the home and continues with the skills he learned within his Primary Home Level environment. If he would continue to persist in those behavioral patterns which were successful within the Primary Home Level environment within the new Community Level sub-culture, he would be culturally asynchronous. His great success in adjusting to his home environment operated as a barrier to meeting the requirements of the new sub-cultural system.

Thus the problem of adaptation to a modern technological society has little to do with cultural deprivation. It would appear that a rich and emotionally satisfying sub-culture exists; there is no problem of cultural deprivation. Rather, the Community Level sub-culture tends to perseverate because (1) it represents an emotionally satisfying milieu and (2) the language base, relationship to authority and the behavior norms in the Community Level sub-culture are largely asynchronous with the Institutional

SUCCESSIVE SUB-CULTURAL STAGES



Level requirements. Thus the children from the urban and rural ghettoes have an enormously greater amount to learn in their first months of school than those from homes and communities which provide those aspects of the spectrum of behavior which are called for within the Institutional Level setting. Therefore, the probability of success under these conditions is so much lower for the slum dwelling child that many are so frustrated in their inability to satisfy the Institutional Level requirements that they fail to maintain involvement at the Primary Institutional Level. This in turn produces the inadequate and/or troublesome adolescent at the Secondary Institutional Level who drops out of school at his first opportunity to end ten or eleven years of a self-perception of inadequacy. The problem thus reduces to one of motivational thrust which can be employed to help those who are caught in an emotionally satisfying sub-culture which operates as a barrier to the achievement of their own life goals.

More formally, we may consider that to survive in our complex society, an individual must be capable of accommodating to a series of changes which are so profound that they require him to adapt to successive sub-cultural stages. He must flexibly modify his interests, values, language and overt behaviors in accordance with the requirements existing in each sub-cultural milieu.

The fact is that the functionally illiterate drop-out who is well adjusted to an earlier sub-cultural stage tends to maintain these behaviors as he gets older; his behavioral continuity (continuing Community Level behaviors in an Institutional Level setting) makes him culturally asynchronous in the school situation. Thus, it is the more fully integrated members of the ghetto community who tend to maintain their Community Level behaviors in a later phase and come into conflict with institutional authorities.

Those who are arrested in their sub-cultural development can be expected to display the following in-group reactions to the alternative sub-cultures to which they could not or would not adjust:

1. Preference for use of the parochial and restricted language of the community.

2. Interests and values directed to personal and Community Level goals. These tend to emphasize youthful activities such as athletic contests, personal dress, relative physical prowess, etc., rather than productive performance related to job skills.

3. In-Group attitudes such that the external society is perceived with suspicion, hostility and fear.

4. Deep feelings of frustration and hostility based on inability to obtain either the status or the material goals possessed by those who succeeded in adapting to successive sub-cultures.

The well adjusted American adult has successfully moved through a number of complex life stages. His language, attitudes, interactions with others, and overt behaviors have shifted radically in the course of meeting the requirements of differing life contexts as he has moved from infancy to adulthood. First he learns the language and adjusts to behaviors required to obtain need satisfactions in the home. Then he must learn to conform to the language and behaviors expected from him in the immediate neighborhood. Following this he must adapt to the school society which imposes requirements to use certain kinds of language, control impulsive behavior, and conform to rules and authority. Finally the successful young man or woman progresses to an adult stage where the emphasis is on work skills, social interaction skills, ability to adapt to the attitudes of others, control over impulsivity and decision making skills.

The functionally illiterate drop-out may be viewed as an individual who has failed to meet the requirements of the institutional (school) stage. In a deep sense, he has adjusted too well to the language, attitudes and behaviors of his immediate community and was unable to learn the new skills required for adaptation at the next higher life stage.

Figure I presents graphically a view of the successive sub-cultural stages through which an individual must adapt to successfully meet the demands of American adult life. Note that in the first three years of life the human infant learns at a phenomenal rate even though at the outset he faced a period of accommodation to an air breathing environment, recuperation from the birth ordeal, and an immense increase in the complexity of his environment. Soon after birth he adapts sufficiently to respond with those behaviors necessary to satisfy body needs and quickly evolves behaviors neatly attuned to his environemntal social capsule.

During these first three years, he adapts to his primary life environment. In this vital, initial life phase he learns to generate those responses which will satisfy his existing needs. One fundamental assumption underlying this analysis is that the infant is a highly efficient organism and will therefore learn the least number of responses necessary to satisfy existing needs. A second learning efficiency assumption is that existing infantile response patterns will be retained until they fail to satisfy existing needs.

To make the same statement in complementary form: The human infant tends to learn new responses at a minimum rate where existing responses are sufficient to achieve those goal objects and events associated with need satisfaction. Finally, it is assumed that he modifies or shifts responses on the basis of the relationship between learning difficulty and reinforcement value.

At the first Level of Figure I the shaded pattern represents the constellation of behavioral and language skills which the infant learns in order to obtain need gratifications with the family group. By the time the child is three years of age he has developed a fairly well integrated set of values, interests, needs, language and overt behaviors which operate to minimize the amount of energy he must expend in order to maximize the number of satisfactions he receives. This body of skills represents the behavioral repertoire which he has available in moving from the home to the immediate neighborhood (Community Level). The transfer of the Primary Level skills to the Community Level is represented by the lined area within the Community Level. However, at the Community Level certain new adaptive behaviors are required involving new language terms, forms of social interaction such as games, methods of reacting to aggression, methods of aggressing, etc. These new life skills are indicated by the shaded portion over the lined portion within the Community Level area. From the Community Level the child must transition to the Institutional Subcultural Level. At the Institutional Level, the child has available to him only his Primary and Community Level skills (indicated by lined portion) and must, in addition, learn how to adapt to the institutional rules, classroom behavior, teacher authority and the complex performance demands indigenous to this institutional culture.

At the Primary Institutional Level (5-9 years of age), the child must demonstrate his ability to have mastered the requirements of the school sub-culture. He must show that he can comprehend the language, read printed materials, perform simple computations with numbers, obey institutional rules and be sensitive to the complex authority structure as well as the mores of his own peer group society.

The Secondary Institutional Level is considered to embrace the period from approximately 9 years of age through 18 (completion of secondary schooling). It should be noted that at the Secondary Level, the amount of information and skills which must be learned by the individual require him to flexibly adapt to a great number and variety of institutional demands . (See Figure I). In addition there is a sharp increase in the number of additional life skills which must be mastered, particularly during the early adolescent years. The occurence of drop-out takes place at the

Secondary Institutional Level. From this illustration, it can occur either because the Primary Institutional skills were not available or the individual was unable to meet the continually increasing demands of the Secondary Institutional Level environment.

At the Professional Institutional Level, starting at approximately 18 years of age, the transfer ability of Level Two Institutional life skills is quite high. It should be noted, however, that the requirement in adaptation to the Professional Level environment is greatest in the first year or two.

Finally, at the Productive Adult Level, the life skills which transfer from the Professional Institutional Level have relatively minor importance, but there is a substantial requirement for developing a large repertoire of additional skills unrelated to the institutional setting.

THE MOTIVATIONAL PROBLEM

The dropout adolescent typically has a history of academic defeats accompanied by feelings of inadequacy. These combine to produce feelings of apprehension and even anxiety in any setting which is at all reminiscent of the school classroom. (See Abrahamson, 1952; Child, 1954; Havighurst and Taba, 1949; Hess and Goldblatt, 1957; Mead, 1951; Sears, 1940; and Taba, 1955a.)

It was anticipated that if faced with a typical classroom setting, the functionally illiterate drop-out would (1) quickly pass his tolerance threshold and drop out of the situation; (2) respond so as to transform the situation (by digression, aggression, inattention, clowning, poor attendance, etc.) to minimize its threat value; or (3) reject his own group by attempting to mimic the instructor and interject his system of values. The reinstitution of a typical classroom situation was viewed as a highly inefficient procedure which would tend to lose trainees, and/or become a travesty and/or form strong antagonisms between those who were "serious" and those whose anxieties were too strong to permit involvement. Thus, it was necessary to develop a new kind of classroom setting in which anxieties were to be minimal which would nonetheless produce a high proportion of work-time and be capable of retaining a high proportion of literacy trainees.

Successive failures have crystalized the suspicion of personal inadequacy into deep felt conviction; effort has so often been a prelude to defeat that even the prospect of effort produces anxieties, conflicts and frustrations inherent in failure. Where responses tend to be made to satisfy immediate needs and where the individual feels himself inadequate to attain upward social mobility we have the conditions necessary for low self-image. It is assumed that a poor self-image results when:

1. An individual perceives himself as deficient in a "core" life area.
2. The individual attributes his low status to the existence of the perceived defect.
3. This defect has been perceived over a number of years and the individual has found himself powerless to change it.

His history of failure builds a perceived self-image of a loser. (See Atkinson, 1957; and Steiner, 1957). That is, the energies and frustrations involved in an effort to attain meaningful life goals so far outweigh the probabilities of goal attainment, that there is a perceived advantage in avoiding goal seeking activity. The individual with a "loser self-image" may seek his immediate no-risk gratifications in many ways, but he cannot break out of the emotional consequences of his defeat-filled life history. His self-image requires him to substitute fantasy for aspiration and immediate need-gratifications for long-range goals. For example, a perceived core area of defect may be sports and/or dancing for the person crippled by polio. He feels generally inadequate and experiences genuine feelings of success only in the process of overcoming the defect. This feeling of success takes place only when there is a perceptible bit of evidence that the core defect is being overcome. Analogously, the functionally illiterate jobless drop-out is assumed to view his deficit in literacy and language skills as a core area of defect. Further, it is assumed that, for precisely this reason, he can experience deep feelings of success if he can perceive himself as improving his literacy and language skills.

Our previous research had convinced us that many functionally illiterate drop-outs would be quite willing to enter literacy training. Apparently there is a general recognition of the sober fact that, in the absence of a diploma, there is a requirement for (1) the possession of some job skill; (2) some type of credential in lieu of the diploma and (3) some means of passage into the job market.

Although the functional illiterate makes every effort to hide this defect, it is a core area of defect of which he is profoundly aware; the attainment of adequate literacy skills by this definition is a major life goal which is generally repressed because of the history of failure and its unattainability at such a late life stage.

The motivational patterns of drop-outs have been discussed ad nauseum. (See Longstreth, Shanley and Rive, 1964; Graves and Peagler, 1961; Kansas City Public Schools, 1964; National Education Association, American Association of School Administrators and Research Division, 1965; Riessman, 1963; and Sewel, Haller, and Straus, 1957.) However, the centrality of motivation to this study makes it mandatory that the position on motivation incorporated into the design of this project be explicitly presented here.

Briefly, motivation is viewed as having three fundamental aspects:

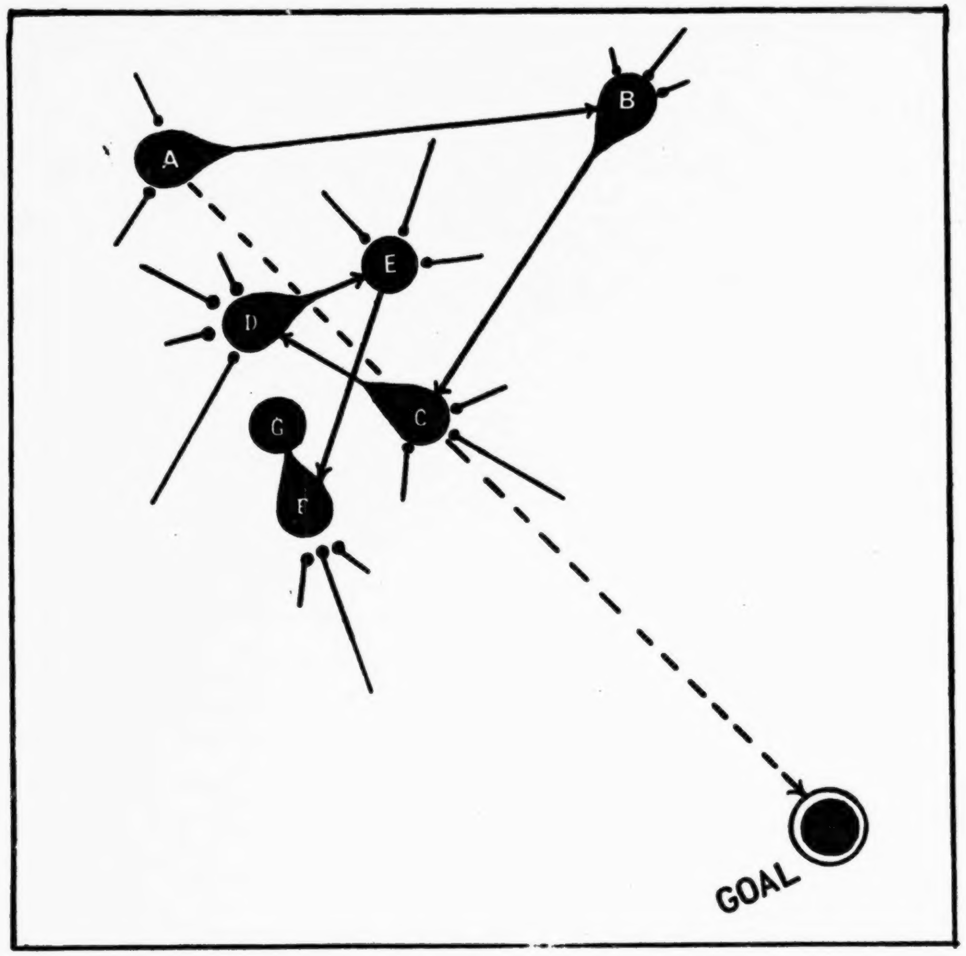
1. The Drive or Tension Component: First, there is a requirement for drive or emotional tension which generates a requirement for some immediate action on the part of the motivated individual.
2. The Goal Stimulus or Tension Reducer: The motivated individual must have some type of goal which is necessary for reduction of the intensity of the tension or drive which he feels.
3. The Directional Component: The motivated individual moves in that direction which he perceives as providing maximal tension reduction.

The Behavioral Carom

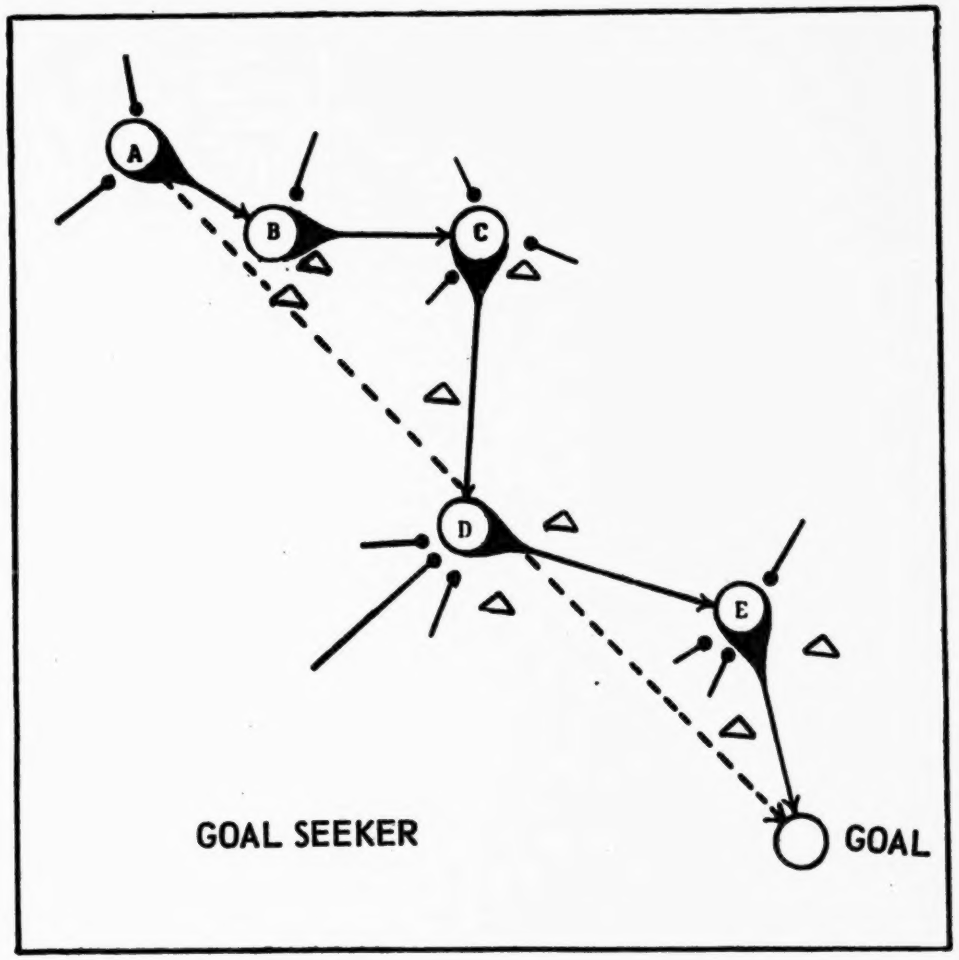
Where the tension or drive is largely based on apprehension, anxiety, or fear, the individual finds it necessary to move simply from where he is, to somewhere else, so that his immediate goal is the avoidance of the tensions produced within the locality in which he happens to be. For example, if an adolescent boy has a requirement to do homework and becomes anxious because he feels inadequate, he may avoid the situation by such avoidance activities as turning on the television, calling a friend on the telephone, getting a snack, etc. In his new situation, for example, in watching television, he can feel guilty about not performing his homework and apprehensive about the possibility of parental criticism which may combine to move him back into his own room where he reads a comic book under conditions free from the possible surveillance of his parents. And so it goes. The individual whose fundamental motivational pattern involves the constant requirements for anxiety reduction bounces or caroms from one situation to the next. Each new situation in turn produces its own anxiety components which, as soon as they reach his rather low frustration threshhold, move him into a new situation where the cycle again begins.

Thus, in Paradigm 1(a), page 19, we have the behavioral carom where the individual starts in the upper lefthand corner. The two lines indicate tension vectors which combine to force him to move to "B" (upper right corner), away from the direction of goal achievement (indicated by a dotted line). At "B" he moves to point "C" which happens to be a goal related activity, but at this point, he moves away from the goal to "D" because the immediate tension vectors propel him in this direction.

TWO MOTIVATIONAL PARADIGMS



1A: The Behavioral Carom - paradigm presents an individual in process of performing a task and changing his mode of response in reaction to immediate situational tensions.



1B: Goal Directed Behavior-individual shown in process of goal directed behavior. Changes in direction are made toadapt to obstacles (△'s) between successive sub-goals.

This continues as the individual captured by the requirement for immediate tension reduction never approaches his real goal, but rather moves from situation to situation on the basis of the tensions produced within the situational context. He thus responds impulsively and spontaneously without necessary reference to real objectives or values, by the same token, tends to operate against his own long range interest because he must necessarily satisfy the demand for immediate reduction of his anxieties. The individual characterized by a low frustration threshhold tends to carom, like a billiard ball, from situation to situation on the basis of impulses unrelated to his rational life needs.

Paradigm 1(b) represents the pattern of the efficient Goal Seeker. Again, the individual is located at "A" (in the upper left-hand corner) and has immediate tension vectors operating to push him away from attainment of his goal requirement. However, the Goal Seeker maintains a consistent pattern of movement in the direction of the goal (in lower right-hand corner). He shifts his position only to by-pass obstructions to the achievement of his successive sub-goals. His level of frustration tolerance is sufficiently high that he can disregard the immediate tension vector forces. He is capable of moving in the direction of goal achievement even when his personal preferences, feelings of discomfort and apprehension would be reduced by situational avoidance. For example, the student faced with the requirement to do homework in order to satisfy the goal of achieving high grades to enable acceptance at a good college would tolerate tensions generating within the situation, or would resolve them in such way as not to be deflected from his goal. He would be able to simply forego some favorite TV program; arrange a convenient snack at his study desk; solicit his parents' help to answer the phone; etc. Put another way, the Goal Seeker has so great a drive for goal attainment that the value of immediate tension reduction is always subordinate to the gratifications and satisfactions felt by achievement of the goal.

For the Goal Seeker, then, there is a net motivational gain in maintaining responses towards a goal rather than succumbing to the temptation to reduce immediate situational tensions; the attainment of the satisfaction of the sub-goal fails to diminish the necessity for attaining the satisfactions inherent in reaching the ultimate goal. Avoidance responses to immediate tension generating situations delay the gratifications anticipated in goal attainment; therefore, for the Goal Seeker, the tension reductions which take place through situational avoidance are not worthwhile.

Though it should be noted that even if the drive intensity levels are the same, in the "A" case the drive occurs at the instant the individual bolts out of the tension producing situation (the direction being largely irrelevant). In the "B" case, on the other hand, the tension reduction is delayed. It is partially and temporarily reduced when sub-goals are achieved and more fully reduced only when the ultimate goal is attained. For the Goal Seeker, his tensions are reduced by the satisfactions received in reaching the mileposts and completing some pre-existing set of requirements. The Goal Seeker tends to be dominated by more remote "future" goals and is resistant to the tensions which occur in other courses of action required to attain these anticipated goal achieving situations. Finally, the Goal Seeker tends to have a much simpler rationale for movement. He can limit his choices to those which are consistent with the attainment of his goals and sub-goals.

An individual in a situation with intolerable situational anxiety has an almost infinite range of choices, as anything else will presumably produce an initial dimunition of the tension he is now experiencing.

Thus, in motivational terms, the goal-seeking based on anxiety reduction is irrational, diffuse, and has little relation to the life interests of the individual. Where those individuals who possess goal seeking motivational patterns possess some rational goal and sub-goal structure, then there is a consistent direction of motion, and the attainment of goals tends to be consistent with the individual's overall life needs, interests and values.

In designing the study, it was assumed that the functionally illiterate drop-out would tend to exhibit the pattern of behavior as illustrated and described in Paradigm 1(a); that for the most part there would be strong tendencies to impulsively avoid situations where there were feelings of apprehension, tension or anxiety. Further, it was assumed that these impulsive acts would be unrelated to their longer range goals and life values.

At a macroscopic social level, these paradigms argue strongly that programs must be designed to develop longrange goal-related behaviors rather than reduce immediate situational or community tensions. In fact, these tensions are, on the basis of this analysis, a necessity for obtaining the movement toward a goal. This dynamic force becomes instrumental for goal attainment. However, unless there is a perceived goal, impulsive activities will occur with more or less frequency in response to situational tensions. Paridigm 1(b) suggests that incidence of impulsivity would be reduced if communities would systematically involve ghetto members in shared and clearly perceived goals which would be associated with a clear-cut plan of action for goal attainment. Under these circumstances Paradigm 1(b) argues further that community tension is not necessarily destructive but is the dynamic prerequisite necessary to sustain the community through the many activities and problems involved in goal achievement.

The motivational problem ultimately reduces to changing an individual's response tendencies from one dominated by a requirement to reduce apprehension and anxieties to a response pattern directed toward goal attainment. (See Flanders, 1951.) To attain this shift, it was considered necessary to work in a "core" area where a successful response would be important to the trainee. Also as functionally illiterate drop-outs were seen to have almost no tolerance for failure in the core area of literacy skill development, the probabilities of making an error should approximate zero at the outset. Further, as the functionally illiterate drop-out was assumed to be convinced that he was probably involved in a vain effort, his evidence of progress should be (1) unambiguous, (2) occur without help from others and (3) take place at a sufficiently high rate to provide a cumulative build-up of feelings of achievement. The Accelerated Progressive Choice Reading Program satisfied the criteria of ease of entry and would meet the remaining criteria if put into effect in accordance with the Instructional Manual.

Upward Social Mobility

In planning the study, it was assumed that the typical functionally illiterate drop-out had additional areas of deep need which would be utilized in organizing the motivational system. (See The Adolescent Subculture, 1961.) He was assumed to be keenly aware of his low social status in his own community setting and to possess deep unfulfilled requirements to interact with, direct and help others. On this basis, a training system was devised which would permit literacy trainees to be upwardly mobile in their immediate social environment The learning situation was designed to be a microcosmic social system in which individuals become upwardly mobile on the basis of skill development. The systems would indicate increasing status by providing the trainee with (1) increasing responsibility for evaluating and instructing others; (2) increasing income based on progress in developing skills; (3) increasing span of control over others and (4) increasing independence, which would ultimately lead to certification as a Literacy Instructor (LI).

The Financial Incentive

It was assumed that functionally illiterate drop-out trainees would have substantial financial needs at both a personal and familial level. The initial planning was designed to provide all functionally illiterate drop-out trainees with a financial incentive which would increase as the trainee increased his skills and attained an increasingly higher position in the learning system.

The Job Incentive

It was assumed that, in the last analysis, the functionally illiterate drop-out trainee wanted a good job. Literacy skills would be perceived as a means of (1) learning how to train for a job; (2) holding a job once one was obtained; and (3) obtaining greater upward and lateral mobility in the job situation. Thus, the motivational system was designed to be organically linked to a job training program. See Appendix A-1.

Treatment Groups

The study was desinged to combine and summate four vital functionally illiterate drop-out life requirements: (1) overcoming the core defect of functional illiteracy; (2) providing upward social mobility based on performance; (3) financial incentives and (4) immediate job skills and greater future job stability and opportunity.

To test the potency of the four assumed functionally illiterate drop-out life goals, five treatment groups were used. See pp. 17 and 18, Appendix A-1.

1. Pay, Mobility, Delayed Job Skill Treatment (Treatment E)

One group provided intensive literacy training at six hours per day with pay increasing from zero to $1.25 per hour. An upwardly mobile learning system was to be used. Job skill training or assignment as a Literacy Instructor was to follow.

2. **Simultaneous Job-Skill, Upward Mobility System with Unpaid Literacy Training** (Treatment B)

This treatment was designed to determine whether a payment incentive, in addition to upward social mobility, would be necessary where functionally illiterate drop-outs were being paid in job-training situation. (Later, experience in the Prince Edward Catch-Up Study suggested that payments would not be necessary.)

3. **Intensive Literacy and Delayed Unpaid Job Training (Treatment C)**

This group was intended to demonstrate that high drop-out rates will occur in literacy training situations unless multiple motivational forces are employed.

4. **Simultaneous Limited Literacy Training and Job Training (Treatment D)**

In this group, functionally illiterate drop-out trainees were to be paid for job training and placed in a standard classroom teaching situation (no upward mobility) and no money incentive. This group was intended to test the assumption that the upward mobility characteristics of the system were important.

5. **The Control Groups** (Treatment A)

Finally, one group was to be tested but was not to be assigned to any of the above treatments. As this group would lack all four of the motivating devices it could provide a standard for comparison on such factors as rate of drop-out, skill levels achieved, and of course could be compared for progress in literacy and language skills.

It should be stressed that Treatments C and D were specifically designed to demonstrate that high drop-out rates would occur under conditions where (1) motivational devices were reduced to a minimum (as in Treatment C) and (2) where functionally illiterate drop-out trainees were exposed to conditions similar to those from which they had escaped. Arrangements had been made to transfer drop-outs from the C and D treatments into the B or E treatments. Further, the C and D treatments were to be discontinued as soon as it had been demonstrated at a statistically significant level that these types of training situations are both ineffective and expensive. This demonstration of ineffective methods was considered as integral to the study, as the hypothesized demonstration that combinational motivation groups would be cheaper and retain higher proportions of trainees.

Chapter II

OPERATION OF THE PROJECT

OBJECTIVES OF THE LITERACY INSTRUCTOR PROJECT

The major purpose of this project was to explore the most feasible means of incorporating basic education programs into local Community Action Agency programs. These programs would be incorporated in such a way that the attainment of job skills can be enhanced by the delivery of those educational requirements which are requisite to adequate functioning in one's chosen vocation.

The major objectives of the Literacy Instructor Project were:

1. to determine the feasibility of developing a cadre of sub-professional Literacy Instructors (LI's) from within the ranks of the functionally illiterate population itself,
2. to establish a standard and exportable training program which could be easily adapted for use in other communities,
3. to determine those factors which are most crucial to the successful recruitment and retention of functionally illiterate young men and women in a literacy training project,
4. to provide another evaluation of the effectiveness of the Accelerated Progressive Choice Reading Program, developed by Dr. Myron Woolman,for rapidly and inexpensively producing literacy skills, and
5. to determine whether attitudinal changes could occur as a result of literacy training.

The first and second objectives would seem to require that the literacy training system which is developed be capable of being taught by relatively untrained instructors and must minimize the time and cost required.

For the functional illiterate to become employable, it is assumed that literacy training is integral with job skill training and must precede or accompany it. Further, the system of training must be so designed as to reduce impulsivity and give the trainees feelings of satisfaction based on their own achievement.

During the first year of operation this project was to test five different combinations involving literacy and job training under differing incentive conditions. The trainees were to be

(1) in poverty, (2) between 16 and 22 years of age, (3) functionally illiterate and (4) already enrolled in some type of job training program.

All experimental subjects in this project were to be trained with the APC Reading Program for either three or six hours each day and were to remain in the program until they had successfully completed it. It was projected that the average trainee would be able to complete the literacy aspect of the program in approximately 150 hours. A trainee would be considered to have successfully completed the program when he had shown his ability to score at the sixth grade level on a standardized reading test or when he had completed the full reading program in no less than 150 hours. All trainees were to be involved in both literacy and job training programs. As the project progressed, literacy instruction was to be given by the literacy trainees themselves, under the supervision of the IER LI's. Ultimately, the trainees were to recruit, instruct and supervise all literacy training.

Appendix A-1 presents a detailed overview of the project as designed by the Principal Investigator and coordinated with Sanford Kravitz, Ph. D., the Director of Research and Planning for CAP, OEO, and Hyman Frankel, Ph.D., then Deputy Director of the United Planning Organization. Those interested in greater specification of the assumptions, treatment groups, criteria for personnel selection, randomization hypothesis, statistical analyses, etc., may consult this Appendix.

Appendix A-2 is an outline of the Implementation Plan for the OEO approved proposal.

THE ORGANIZATIONAL EMPHASIS PROBLEM

The Institute of Educational Research (IER) views itself primarily as a system for developing and testing innovative educational and/or training methods. Its primary concern is, and was, to attempt to devise approaches to community problems which are more efficient and less costly than those conventionally in use. In order to determine whether a novel method is better or worse than one already in use, both methods must be carefully evaluated. In short, IER views itself as a system for developing and objectively testing, educational and/or training methods. Its research aim is to preserve the best in what is currently available, while seeking to improve the educational and training system as a whole. Thus, IER is a close-knit, unidimensional, single purpose organization, focussed exclusively on development and testing within an education and training setting.

The United Planning Organization, on the other hand, may be viewed as a community clearing house directed to the improvement of the lot of the disadvantaged. It is supported by both philanthropic and public funds. It operates across an immense spectrum of community problems and has evolved an elaborate network of affiliated organizations, one of which is IER. (See Appendix E-1, listing of UPO affiliates.)

As an index of it's complexity, UPO, in addition to their Main Office, has nine other headquarters and 52 branch office locations,five Suburban Development and three delegate agencies. The overall purpose of these agencies and headquarters is to supply services of various sorts and their personnel are service oriented.

In addition to the administrative problems involved in interacting with the previously mentioned organizations, UPO must coordinate its activities with various school systems, several local govermental agencies in addition to the District of Columbia, and various federal agencies such as OEO, The Department of Labor, The U. S. Office of Education, etc.

UPO is an administratively complex organization working with a number of different organizations which in themselves differ in point of views, objectives and methods of operation. By necessity, organizations such as UPO seek to establish an equilibrium amongst the different community forces from which it is composed. In addition, UPO was the central channel through which these various organizations were funded, and this in turn posed obligations upon UPO to insure that expenditures were in accordance with both agency and General Accounting Office (GAO) procedures. By necessity, UPO is a highly visible public agency and must be deeply sensitive to possible sensational headlines on fiscal mismanagement. Thus, IER was faced with a requirement to transform its OEO approved project (which had been channeled through UPO), so that it would conform to UPO contractual and accounting procedures. This had been viewed by IER and OEO officials as a trivial matter.

UPO's organizational thrust and general perspective were largely unrelated to IER organizational purposes and raison d'etre. These fundamental organizational differences were much involved in the consequences which followed. Several problems flowing from this organizational perspective are presented:

Although OEO signed off on the Literacy Instructor project on March 7, 1965, the sub-contract between UPO and IER was not signed until August 10, 1965. The major problem reduced to the fact that UPO was attempting to specify services and functions in detail as they sought to concretize experimental variables for contract purposes (see illustrative letter from UPO attorney, Appendix B-1; also see letter from IER Research Coordinator to Dr. Sanford Kravitz of OEO, Appendix B-2a, attempting to explain the difference between an evaluation of post-test performance and the guaranteed delivery of a pre-specified performance level). In addition, Appendix B contains illustrative letters covering the switch-over of a full-time liaison (the Literacy Counselor) from UPO to IER (Appendix B-2b), and limitations on IER's freedom to recruit literacy trainees, Appendix B-3, B-4, B-5.

Most important, the contract crystallized the research design, personnel structure, and treatments, and minimized the flexibility required to pursue project objectives. All changes in the project from those specified in the contract required UPO approval before IER was free to act.

It should be emphasized that the materials in Appendix B reflect organizational differences in function and perspective. UPO was actively attempting to delineate and concretize what it was getting and to reduce the relationship to a legally binding document. The difficulty (which often led to absurdity) was that research concepts and activities differ from the products and services which are normally put into a contractural format. Further, the requirement to change the contract in order to adapt to community and/or project needs served to increase enormously the time lag between a requirement for change and the authorization to make such a change.

THE SPLINTERING OF FUNCTION

Any research or demonstration project has its own rationale, approach, and methods. The rationale for this project, as presented in Chapter I, was accepted as a basis for action by IER staff. These positions, by and large were not shared by UPO staff.

UPO staff members were primarily concerned with recruitment, retention, counseling and attitudes rather than with literacy development. Though literacy development was viewed as important, the typical UPO staff member viewed literacy training as (1) fundamentally unpalatable to drop-outs because of its academic flavor and (2) a desirable luxury which unfortunately many of their clients could not afford as it was viewed as interfering with their immediate earning capacity. This attitude is not confined to UPO. It was well expressed in a memorandum, Appendix D-1, to the writer before the UPO project began. Selected excerpts from the memo follow:

> Although some CAP Administrators may have some commitment to the need for providing literacy training for CAP clients, more often than not this commitment is not communicated down through the organizational lines of communication so as to effect coordinated support of such a program by all of the various staff members who may be directly or indirectly involved. Thus, for example, in a Work Crew Program one observes the fact that the counselors and job training personnel view such a program not as one unified program with a combined objective, but rather as two separate programs with two objectives, the literacy (or "remedial" as it is called by Center personnel) is viewed by counselors and job training personnel as something their kids are supposed to do but not as something that is vital to the effective acquisition of functional job skills. Thus counselors and job training personnel seldom have encourged their clients to attend the literacy training program with any regularity. Although regular attendance has been stressed in terms of job training programs it has for the most part been ignored in terms of the literacy training program.

> It has not been unusual to find students who were making excellent progress in the reading program and were highly motivated to complete the program suddenly removed from the program and placed on a job without any provisions made for them to complete the program within the previously proscribed time allotted for completion of the program. Quite often these individuals have been placed in menial-type jobs such as janitorial jobs when other staff members felt the individual was capable of much higher job function potential. Such a policy in some instances has been followed over the express objections of the literacy instructor. In at least three instances I have had clients who had been informed that they were going to be placed in a job tell me that they would refuse to work so that they could complete the literacy program.

In terms of the Paradigms shown in Chapter I, the UPO staff was largely committed to a policy of immediate tension reduction (Chapter I, Paradigm 1 (a)); whereas, the sense of the Literacy Instructor Project was dominated by a requirement to instill the goal-oriented motivational characteristics embodied in Paradigm 1 (b).

The fact is, that for this study UPO was responsible to perform many interlocking project functions. It was UPO's responsibility to recruit, give initial screening tests, make referrals of trainees, and follow up on those trainees where UPO action was required to solve personal administrative problems. The IER responsibilities were to carry out the study as agreed upon in the contract.

The interlocking of the two organizations in carrying out this project produced many problems. These problems were fundamental and the fact is that UPO's structure is designed for servicing many communities, and interacting with many different service agencies. Though these functions directly serve the UPO organizational requirements, they are obviously unlinked to the demands of an organization such as IER committed to rigorous demonstration and evaluations to obtain the kind of empirical evidence on which decisions can be based with confidence.

The three areas selected to illustrate the problems which occured due to organizational differences are:

1. Interpretation and communication,

2 Obtaining literacy trainees, and

3. Shifting from initial demonstration frame of reference (maintaining the integrity of the initial, approved proposal (Appendix A-1).)

1. Interpretation and Communication Problems

The Literacy Instructor Project as planned was not complex from an administrative standpoint. Project staff were responsible for: (1) hiring and training the four professional Literacy Instructors, (2) data collection and analysis, (3) supervision and control of classroom instruction, (4) arranging for instructional materials and facilities, (5) liaison with UPO, and (6) keeping attendance and other records.

At UPO's request, IER became the employer of the Literacy Counselor, instead of UPO as specified in the proposal. This action seriously reduced the amount of communication and interaction between IER and the various operational levels of UPO. The importance of this function is indicated by the fact that IER was called upon to maintain liaison with the Department of Corrections, the National Training School for Boys, the U. S. Employment Service, the Reformatories at Lorton for men and women, and the Workhouse, in addition to UPO. These additional responsibilities were unaccompanied by additional staff and the project suffered as it was undermanned for handling so many inter-organizational problems. In retrospect it is apparent that changes in personnel allocation should have occurred as a matter of course as changes in the proposal were made. (See Appendix A-3a,b,c,d for Amendments to the initial proposal.)

Undertaking to include subjects from so many institutions compounded the administration and control problems. The project was faced with the problem of training instructors who were removed geographically and administratively from the project. Operation within the prisons required delegation of many data collection responsibilities to persons not employed on the project. Data collection became immensely complex and in some cases unreliable.

Additionally, IER was required eventually to undertake virtually all of the screening of potential candidates as well as some of the responsibility for recruitment.

At best, there were many administrative deficiencies in the operations of the project which could have been avoided with additional professional support.

A major problem for research on human subjects in social action situations is the number of variables which must be isolated and controlled. Because of the complexity of such investigations it is imperative that the research structure be responsive to new insights on the part of the Principal Investigator and to his judgments. The restrictions placed on investigation by the Office of Economic Opportunity (OEO) make such responsibility most difficult.

In most cases, OEO funding for research is limited to a one-year period. Furthermore, under OEO grants, the investigator is hemmed in by strict adherance to line item budget estimates. While a direct relation with OEO can presumably provide a certain degree of flexibility and a rather limited time for response to requests for project changes, the problem of flexibility becomes markedly more complex when an intermdiary organization, such as an OEO-sponsored Community Action Agency is interposed.

The time lag between making a decision and implementing that decision -- if it required a contractual change -- was often as great as two or three months on the Literacy Instructor Project. A written proposal for change was required, which then had to be reviewed and approved by UPO before formal submission to OEO. This was the case even when no budgetary revision was required. In fact, the entire matter of requiring the performance of research under a contract which spells out every detail of the research design might well be reconsidered. The research staff of the present project spent innumerable days discussing research designs and language with lawyers. Many programmatic and research decisions were made by lawyers and contract officers of UPO rather than by the Principal Investigator.

2. Obtaining Literacy Trainees

Recruitment was undoubtedly the most serious problem encountered by this project. The goal of the project was to train between 400 and 500 functionally illiterate persons between the ages of 16 and 22 who were not in school.

Under the contract (Appendix A-3) the responsibility for recruitment rested with UPO. In order to recruit potential subjects an initial determination had to be made regarding the potential candidates' reading ability. As part of the recruitment procedure, UPO had to screen the recruits prior to referring them to IER. Screening consisted of administration of the Gray Oral Reading Paragraph, a test of visual acuity, and securing personal biographical information. All material and training for screening -- except for the eye test -- was provided by IER. The recruitment procedure was as follows:

1. A young man or woman would go to or be recruited by UPO through whatever normal means were utilized to maintain contact with the poor community. (In most cases the potential recruit would be applying for the Neighborhood Youth Corps (NYC) since the sample population coincided with the requirements for NYC participation.)

2. The UPO (or NYC) Counselor or other staff member was to make an initial judgment of whether the potential recruit was functionally illiterate. If it appeared that he was, the staff member would administer the Gray Oral Reading Test. (This test is individually administered and requires approximately five minutes to administer and score.)

3. If he scored at or below the 6th grade level on this screening test, the counselor was to attempt to convince him that he would benefit most from a joint reading and skill training program. If interest was expressed in the reading program, the candidate was to be referred to IER following certain procedures and using forms which were distributed to UPO. See Appendix B-6 for procedure and B-7 for illustrative form.

4. On a testing day, IER project staff made a brief statement about the relationship between literacy and job skills, and, if the potential literacy trainee scored at or below the fifth grade reading level on the Stanford Achievement Test (SAT), randomly assigned the trainee to a Treatment Group.

Over the course of the project, IER records indicate that there were 188 persons sent to IER to take the SAT test by UPO staff members. While 188 persons were referred to the project by UPO sources, after screening, 80 of these are on record as having reported for testing. Approximately 70 of these met the criteria for entry, and 60 persons actually enrolled in the community phase of the study.

Approximately 42 percent of the referrals by UPO were actually tested and of these, 88 percent were found to be functionally illiterate as defined by this project On this basis, to obtain the 500 subjects as planned and as the contract stated, approximately 1,500 subjects would have had to be referred by UPO for testing by IER. However, a systematic and well integrated referral system never evolved. If one had been developed, a much higher ratio between UPO referrals and IER testing could have been achieved.

The low level of recruitment was based on such factors as:

1. During the long delay between OEO's approval of the project (March 7, 1965) and the beginning of the project (August 10, 1965) the Neighborhood Youth Corps (NYC) filled many or most of the available NYC positions, so that the peak NYC recruitment was over before this project began. Had this project begun in April or May it is conceivable that at least half of the required subjects could have been in the study by the end of the summer.

2. The NYC was geared to providing 30 hours of work over four days. This project required that half of each day be spent in class and the other half in NYC training.

3. In order to meet the time requirement of the project NYC would have had to split many job slots and make rather complicated arrangements with various hiring agencies. Certain project treatments required that a proportion of the subjects would have to complete the reading program prior to job training. NYC could have achieved this administratively or through securing waiver of certain regulations from the U. S. Department of Labor.

4. Knowledge in the community: IER administrators and staff are unaware of any UPO publicity campaign, posters, press releases or other means of mass dissemination of the fact that this literacy training program existed. Also, though there were many discussions of the necessity for such action, IER administrators and staff have neither seen nor heard of any training documents which were used by UPO to acquaint their staff with policy and/or procedures relating to this UPO literacy project.

5. UPO staff with whom IER staff discussed these issues tended to view the project from a counseling and/or immediate employment posture. They often stated that their job was to get jobs for their clients and not to try and convince them of the wisdom of achieving functional literacy.

6. Finally, the potential recruit was often faced with a conflict where the goal of achieving functional literacy acted as a barrier to getting a job within the UPO training program. The UPO staffer somehow viewed the project (in spite of the proposal and the contract) as a situation where trainees could get literacy or job skills, but not both. Though UPO staff recognized the importance of literacy as an asset for employment, there seemed to be little belief that literacy skills could be learned rapidly enough to be of value. And rather than perform the disservice of sending trainees to the literacy project, they sent them to get menial jobs in the belief that this was in their clients' best interest.

3. Shift From Initial Demonstration Frame Of Reference

The initial concept of the study provided:

1. A social system (in a learning situation) in which all, or most, members of the group could obtain upward social mobility based on performance.

2. Upward social mobility based on literacy skill development. Gains in literacy would yield high levels of emotional satisfaction and would also be functional for job skill development.

3. A number of incentives, including:

   a) increasing status and responsibility;
   b) increasing pay;
   c) linkage to job training.

On the basis of evidence accrued in the course of the project, a "most efficient" literacy-job skill combination would be selected. The index of efficiency was to be the ratio of literacy gain to dollar cost over a given unit of time in accordance with the concepts in "Evaluating Complex Educational and Training Systems" (Woolman, 1965). However, several forces operated to frustrate these objectives:

1. The UPO involvement in services rather than research-demonstration;

2. The problems of communication between IER and UPO as well as within UPO;

3. The subtleties involved in recruiting functional illiterates who are, in general, loath to publicly acknowledge this defect.

THE COMMUNITY ARM OF THE PROJECT

On September 7, 1965, three IER literacy instructors (LI's) were assigned to this project, and on the same date an intensive two-week training program for the LI's and Counselor was instituted under the direction of IER staff. During the first month, IER also secured and prepared classrooms in three churches in which to hold literacy training.

On September 21, a meeting was held between the staff of UPO and IER to plan (1) the mobilization of UPO services, facilities and staff necessary for recruiting trainees for the project, (2) the implementation of initial screening procedures by UPO, and (3) the orientation of UPO staff to the project methods, procedures, and objectives. At this meeting, UPO agreed to begin screening candidates as quickly as possible. IER supplied UPO with forms for referral of subjects to the project. (See Appendix B-7.)

Orientation and training sessions for UPO staff were conducted between September 27 and September 30, 1965. These sessions were under the supervision of IER and were attended by the UPO field personnel who were to be responsible for recruitment and screening.

During the month of September, no candidates for the study were referred by UPO. Thirteen candidates were referred by UPO during October; of these, six were enrolled in the study. By the end of November, 13 persons were enrolled in either the Treatment B or E class.

During November, IER established the Reading Improvement Advisory Committee in order to make the literacy training program responsive to the needs of the community. The committee was primarily concerned with developing a base for recruitment in the event UPO had difficulty in providing trainees. The Committee consisted of ten ministers and community leaders from the District of Columbia and met bi-monthly. (See Appendix B-8 for details.)

At the end of November, IER informed UPO that the major problem encountered by the project was recruitment and referral of sufficient numbers of volunteers by the United Planning Organization. During November IER proposed two major project changes to UPO: (1) simplification of the recruitment techniques to enable IER project staff to participate directly in recruitment, and (2) modifications to eliminate conflicts between literacy development and job training skills, as none of the subjects in the study were obtaining the job skill incentives as initially planned. (See Appendix B-1a.)

By this time, UPO had arranged, with IER's concurrence, to use Lorton inmates as literacy trainees to insure an adequate number of subjects in the study.

In December, there were six UPO referrals of which four met the criteria and entered the study. Thus, by December 31, following four full months of UPO recruitment, eighteen persons had been assigned to literacy treatments. Of these,none was in a treatment which met either the proposal or the contract design. As a consequence, a meeting was held January 11, 1966, between UPO and IER to discuss the lack of subjects and the requirement to conform to the research design. UPO was relying for recruitment primarily on Neighborhood Youth Corps (NYC). However, the NYC work schedule was incompatible with the requirements of the project and was not adapted to fit the L. I. Project's integrated work-study program of three hours work and three hours study each day. UPO therefore requested that IER alter the project design so as to provide two-hour classes for NYC enrollees which would take place following their normal work day. UPO agreed to do mass screening of all current NYC enrollees in an effort to recruit additional subjects for this new evening class. It was agreed that current NYC enrollees who were functionally illiterate would be encouraged to participate. (See Appendix B-9 for details.) As it evolved, however, UPO did not do the large scale group screening and IER agreed to screen NYC enrollees as best it could without additional funding and screened 153 NYC members during the month of February.

In February, there were 10 UPO referrals. Of these, eight reported for testing and five entered the training program. At the end of February, there were only eleven persons enrolled in two UPO classes.

In March, another 100 NYC members were screened by IER staff. In addition to the 54 who were found eligible in February, an additional 17 persons from this group were eligible. However, well over half of the 71 candidates were already in night school or for other reasons were unable to join the project. Of the 71 NYC enrollees who were found to be reading at or below the 6th grade level on the Gray Oral screening test, only 10 reported for pretesting. All 10 enrolled in the new evening class. Attendance in this class during March was poor particularly at the outset. The instructor reported that many of the subjects could not attend class regularly due to lack of carfare and baby-sitters. While there were no dropouts from this class confirmed during March, the instructor reported that two persons had stopped attending--one because of conflict with a part-time job and the other reportedly because of a legal matter. At the end of March, Treatment B had six students, Treatment E, one, and the new group had ten, for a total of 17 subjects within the District of Columbia.

On March 23, 1966, UPO requested OEO to extend the project through August 9, 1966, and on April 7, the agreement (contract) between UPO and IER was extended for four months. (See Appendix A-3c.) At this point, it appeared that 200 to 250 subjects could be acquired from UPO urban sources, given a concerted and efficient recruitment effort.

By March it became obvious that the basic concept of integrated literacy and vocational training, as initially proposed, would not evolve. In terms of UPO procedures, persons who chose to enter literacy training were penalized because the classes tended to interfere with job training schedules and later employability.

During this period IER repeatedly requested direct IER recruitment of subjects. However, the recruitment problem was only one area of breakdown. In addition neither the work training system nor the incentive pay for literacy skill development has been activated. Further, as the study depended upon groups, using a substantial number of learners to form a social system, the paucity of recruits made it impossible to test this aspect of the study. To provide some meaningful rewards for literacy training, IER proposed that stipends be paid (from IER project funds) based on performance in the literacy program in a manner consistent with Treatment E .

IER submitted a formal proposal for payment of stipends to all literacy trainees. This request also formally requested authorization for permission by IER to participate in recruitment of literacy trainees. (See Appendix B-3b.) The request was approved on May 11, and the requirement that subjects be involved in vocational training was officially waived.

The incentive pay was scheduled in such a way that as students progressed in the program, they would receive a higher stipend. Beginning students would receive $10.00 a week for regular attendance. In Cycle II, they would begin to receive $12.50 a week and those students in Cycle III would receive $18.00. Students in Cycle III should be already spending about two hours out of three as sub-instructors.

This system was not in effect long enough to determine its effect on recruitment or attendance. Many potential recruits were obviously lost between screening and pre-testing.

IER spent the remainder of May making preparations for recruitment. Preparation included screening additional NYC candidates, increasing public awareness of the availability of the reading program, and direct recruitment through churches and other agencies. Over 1,500 posters and fliers were prepared by IER and distributed by churches, the National Association for the Advancement of Colored People, and members of the Advisory Committee of the project. Spot announcements of the literacy program were made over the radio. Several news and feature stories were published. (See Appendix C). Project staff held meetings with UPO employment counsellors and neighborhood workers, USES employment counsellors, NYC counsellors, Rebels With a Cause, the Southeast Neighborhood House, the Education Officer of the Catholic Diocese and similar organizations by the end of the month.

Fifty-two persons were screened by IER staff, and eight persons were enrolled into classes. So, at the end of May, 21 students were enrolled in either the morning (Treatment B) or evening class.

Since the project was to terminate on August 9, it was determined that no new students would be pre-tested or enrolled following July 1, 1966, as they would not have sufficient time to complete the program. By this point, IER had decided not to request funding for the second year, as the first project year had failed not only in its major objectives, but there appeared to be little possibility that a second year would differ in any substantive way from the first.

Instruction continued throughout July. Post-testing of all subjects began in August and was completed prior to the expiration of the grant year on August 9, 1966.

INSTITUTIONAL ARM OF THE PROJECT

Some weeks prior to signing the contract with UPO on August 10, 1965, at the suggestion of UPO, the Department of Corrections indicated a desire to have inmates included as a portion of the 500 trainees. As a result, a meeting was held on June 17, 1965, between representatives of UPO, IER and the Department of Corrections. It was agreed that we would seek to include in the study from 200 to 250 inmates from the Department of Corrections. The inclusion of the inmate population was based on the feeling by certain UPO staff members that the inclusion of inmates would reduce recruitment problems and supply additional data. Subsequent to the June 17 meeting, IER held a series of meetings with Mr. Kenneth Hardy, Assistant Director and Mr. W. R. Nelson, Assistant to the Director of the Department of Corrections to plan the implementation of the prison aspect of the Literacy Instructor Project.

It was agreed that approximately 200 literacy trainees and 40 controls would be included from the prisons. The experimental subjects would come from the Men's Reformatory, the Workhouse and the Women's Reformatory. Inmate trainees would receive instruction during each work day for a period of three hours in lieu of other duties.

The prison aspect of the study was, as far as feasible, to be run in the same manner as that aspect of the study which was to utilize volunteer school dropouts recruited by UPO. However, major variations from the original project design resulted. Some of the changes were mentioned earlier in this chapter.

Subjects from the Department of Corrections would be male and female inmates, 16 years of age and above. They were to continue working on their regular jobs during the time they were not in literacy training. In some cases, inmate trainees might receive special benefits, including incentive pay, for joining the literacy training program. In all cases, entering and leaving the study was to be voluntary. It was agreed, however, that while an inmate was enrolled in the program, attendance would be mandatory. In this Institutional Arm of the study, no trainee was to receive literacy training for more than three hours per day and none could be paid directly. Other fundamental changes were also required.

In the Institutional Arm of the study, there were to be three treatments. The variable in each treatment would be the method of instruction. In Treatment A, literacy skills would be taught by a non-inmate instructor--either a project staff member or a regular prison instructor. In Treatment B, teaching would be by an inmate instructor. In Treatment C, literacy trainees who had completed the program would become Literacy Instructors (LI's).

IER assigned a male instructor as females could not be used for this population. He was assigned full time to the Department of Corrections to teach one class at the Women's Reformatory and another at the Men's. Other instructors were supplied by the Department of Corrections using available personnel.

The experimental population for this aspect of the study was to consist of the following: (1) Male felons, 18 years of age and older in the Men's Reformatory, (2) Male misdemeanants, ages 18 to 26 in the Workhouse, and (3) Female misdemeanants and felons 16 years of age and above from the Women's Reformatory. In addition, it was requested that 40 felons be used as controls. Pay increases were to be dependent on (1) entry into the program and (2) achievement of functional literacy.

On September 14, 1965, a formal proposal was submitted to UPO by the Institute of Educational Research and the Department of Corrections to include the prison population in the Literacy Instructor project; this was added without any request for supplemental funding. On September 23, a meeting between IER and the Department of Corrections was held to organize and coordinate the testing procedures, physical facilities and personnel required for implementation of the prison project. On September 29, approval for the prison aspect of the project was officially received from UPO (See Appendix B-10).

Pre-Testing and Instruction

A two-day training session for instructors and a one-day training session for test administrators were conducted for the staff of the various penal institutions. Pre-testing was initiated on October 4, 1965. By October 26, 100 inmates had been pretested: 25 women at the Women's Reformatory; 59 men at the Men's Reformatory; and 16 men at the Workhouse. Of the inmates tested, only 12 did not meet the entrance criteria of fifth grade reading level or below.

Instruction of inmate subjects began on October 11, 1965. Project staff made numerous observations of the prison classes and additional inmates were screened, pre-tested and entered into the experimental classes.

At the end of November, there were 98 inmates enrolled in the literacy training program within the prison complex. During the last week of November and the first week of December, interim tests were administered to 75 inmates of the three institutions which are located at Lorton, Virginia.

During December, 35 inmates were pre-tested and 34 were enrolled in the literacy training program. Some trainees were already nearing completion of the reading program. Classes at the reformatories for men and women were discontinued from December 17 to January 3, 1966. On December 21 and 22, another two-day training session was held for instructors and staff at Lorton. During December, currently enrolled inmates were retested on the Primary II battery of the SAT.

Forty persons completed the Accelerated Progressive Choice Reading Program (APC) during January and were ready for post-testing.

During January and February, 1966, 43 prisoners completed the APC reading program and were post-tested.

The class at the Women's Reformatory was terminated in March. Nineteen women had completed the program and some had continued their training in Woolman's Vocabulary Expansion Program as well.

In the Workhouse and the Men's Reformatory, actual classroom instruction was progressively made the responsibility of subjects who were either still enrolled in the APC reading program or who had successfully completed it. By the end of the project virtually all instruction was being handled by APC graduates under the supervision of IER or prison staff.

The final enrollees in the reading program were pre-tested at the end of June. Instruction continued through July and the final post-tests were administered during the last two weeks of the project which terminated on August 10, 1966.

SUMMARY

The net impact of the constant changes which occurred from the time of acceptance of the original proposal (Appendix A-1) by OEO to the actual work done in the field may be briefly sketched:

1. The number of functional illiterates entering the Community-based training was 54 rather than the minimum of 500 as originally planned.
2. Originally all trainees were to be in an urban job training setting. However, 85% (315) of the total number of trainees were actually recruited from the Lorton prison complex. (See Figure 2.)
3. In terms of funds expended, costs associated with the urban training amounted to 80% of the total, although only 15% of the literacy trainees were recruited from an urban setting. Thus, the consequence of the changes, as shown in Figure 2, is that there was an inverse relationship between the number of persons given training and the funding allotted for the training.

The concentration of project staff, personnel, facilities and other resources was for training in the urban setting. However, the Lorton Prison setting accounted for only 20% of the costs while yielding approximately 85% of the literacy trainees.

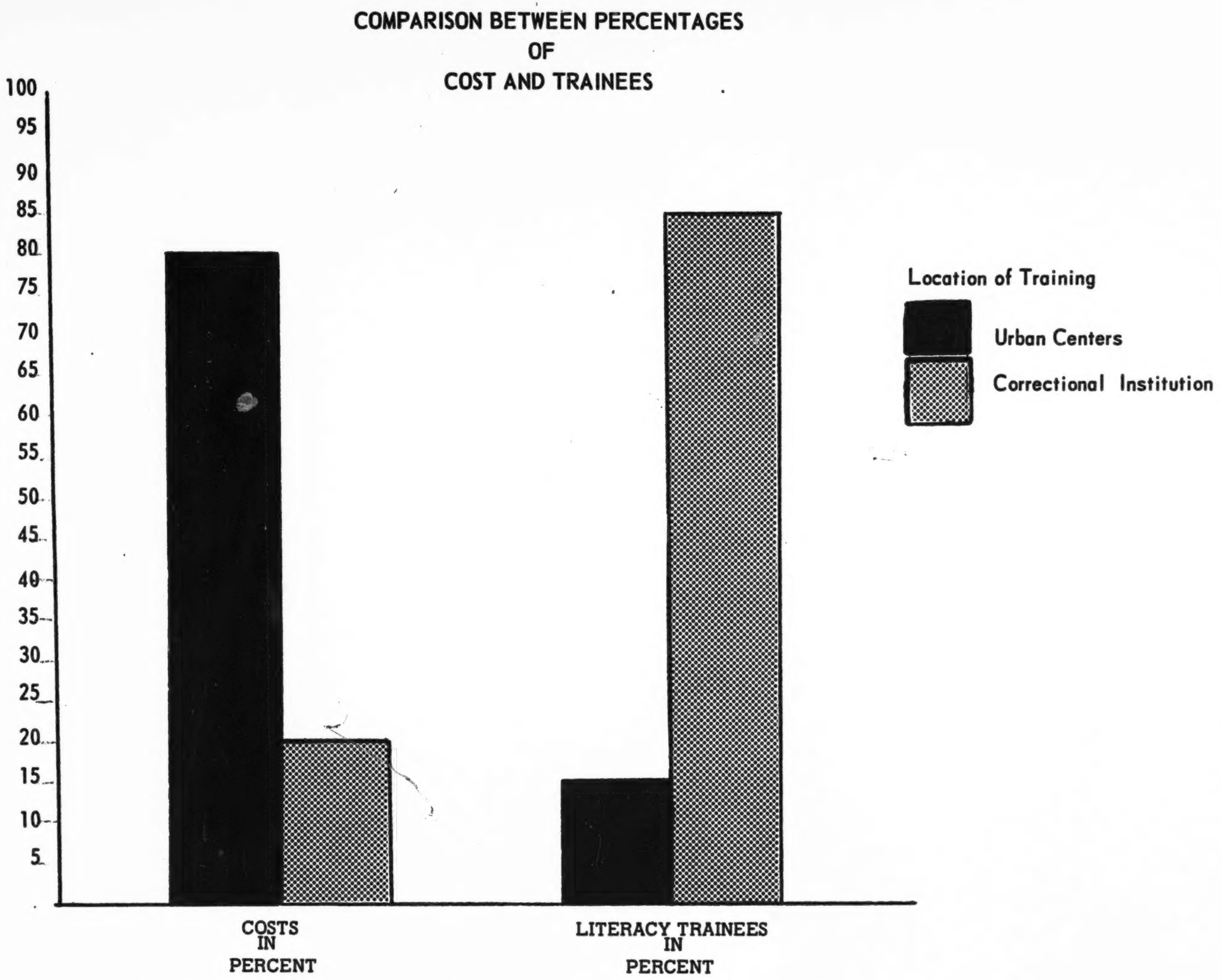


Fig. 2: Illustrates that costs in urban setting was about four times as great as in institutional but institutional settings provided more than five times as many trainees.

Chapter III

DATA ANALYSIS AND TESTING PROCEDURE

There were 345 persons who volunteered to enter the Literacy Instructor project. Fifty-five failed to enroll. One hundred forty of the trainees lacked useable pre- or post-test scores. There is, then, a total of 150 subjects on whom test results are reportable. (See Table 7.)

One major problem in applying to prison institutions a test program intended for UPO subjects was that the grade level of the test was sometimes beyond the capability of the trainees. In particular, the difficulty of the Intermediate I battery of the Stanford Achievement Test (SAT) for these trainees led to the decision to use the lower level Primary II battery of the SAT in most subsequent test sessions. Regression equations were used for the Word Meaning and Paragraph Meaning sub-tests to convert the initial scores on the Intermediate I tests to equivalent scores on the Primary II tests.[1] An analysis of these test results on the Word Meaning (WM) and Paragraph Meaning (PM) of the Stanford Achievement Test is presented here. The general discussion of testing procedures and further analysis of data begins on page 59.

STANFORD ACHIEVEMENT TEST SCORES

There were two reading scores, Word Meaning (WM) and Paragraph Meaning (PM) obtained from the Stanford Achievement Test (SAT). The performance of literacy trainees on each of these subtests has been presented (see Tables 2,3,4 and 5) on the basis of their

---

[1] These regression equations were derived using the results of subjects who had been given interim tests on both batteries. The standard regression equation $Y' = a + bX$ was used. Where Y' indicates the predicted equivalent score on the Primary II test, a indicates the Y-intercept of the regression line, b indicates the slope of the regression line, and X indicates the obtained score on the Intermediate I test. For Word Meaning and Paragraph Meaning, respectively, these equations were:

$$Y'\ WM = 1.670 + .592\ X$$
$$Y'\ PM = .843 + .781\ X$$

initial pre-test score levels. For example, subjects at Level I failed to achieve first grade reading scores; subjects scoring below third grade in reading achievement, 1.00 through 2.99, formed Level II; Level III consisted of trainees whose pre-test scores were between 3.00 and 4.99, and Level IV contains the group which scored at or above 5.00.

Moving from left to right, the columns present the number of subjects at each level (N), and the number and percent of trainees who scored gains. The next four columns provide a breakdown of the percentage of gainers obtaining the difference scores noted for each of the four levels. For example, in Table 2A, Level II, 30% obtained gains between 1.00 and 1.99 years in Word Meaning on the SAT and 9 percent of the Level II trainees obtained gains greater than three years.

The next two columns headed "Mean Gains" present the mean gains in grade years for all trainees (including those who scored losses or showed no change in test score) and for only those subjects who gained.

Analysis of WM Results - Workhouse

Table 2A presents a breakdown of the Word Meaning results on the SAT for the 50 Workhouse trainees on whom there were useable pre- and post-test scores. The Workhouse had no trainees at Level I.

Of the 50 subjects 41 showed some degree of gain. An interesting aspect of this Table is that the Level II trainees, those with pre-test scores between 1.0 and 2.99, uniformly gained. Of the Level III subjects, 79%, or 15, showed gains. Of these, 47% showed gains of more than one year. Looking at the Mean Gains at various levels, Level II trainees showed a mean gain of 1.25 years, Level III of .57 years and Level IV (pre-tested at five years or above) gained less than one month on the average (.08 years). However, when we consider only the subjects who showed gains, we find that subjects scoring at five years or above showed a mean gain of .76 years as compared with .08 years for all eight members of the group.

For all trainees on whom pre- and post-test scores were available, the mean gain was .8 years or about nine months. When the 41 subjects who had shown gains are considered independently, the mean gain was 1.07 years.

The median number of hours of instruction was 91.

WORKHOUSE STANFORD ACHIEVEMENT TEST RESULTS

TABLE 2A
SAT *WORD MEANING* GAINS for DIFFERING LEVELS on PRE-TEST

LEVELS	STANFORD ACHIEVEMENT PRE-TEST		TRAINEES GAINING		Percent Of Gainers Who Obtained Grade Level Gains Between:				MEAN GAINS	
	GRADE	N*	NUMBER	PER-CENT	0.01 to 0.99	1.00 to 1.99	2.00 to 2.99	3.00 +	ALL TRAINEES	GAINERS ONLY
I	0.00 to 0.99	—	—	—	— %	— %	— %	— %	—	—
II	1.00 to 2.99	23	23	100	48 %	30 %	13 %	9 %	1.25	1.25
III	3.00 to 4.99	19	15	79	53 %	40 %	7 %	— %	.57	.86
IV	5.00 +	8	3	43	67 %	33 %	— %	— %	.08	.76
SUMMARY		50	41	82	51 %	34 %	10 %	5 %	.80	1.07

TABLE 2B
SAT *PARAGRAPH MEANING* GAINS for DIFFERING LEVELS on PRE-TEST

LEVELS	STANFORD ACHIEVEMENT PRE-TEST		TRAINEES GAINING		Percent Of Gainers Who Obtained Grade Level Gains Between:				MEAN GAINS	
	GRADE	N*	NUMBER	PER-CENT	0.01 to 0.99	1.00 to 1.99	2.00 to 2.99	3.00 +	ALL TRAINEES	GAINERS ONLY
I	0.00 to 0.99	—	—	—	— %	— %	— %	— %	—	—
II	1.00 to 2.99	21	16	76	68.3 %	12.5 %	18.7 %	— %	.70	.98
III	3.00 to 4.99	28	20	71	35 %	50 %	15 %	— %	.68	1.10
IV	5.00+	1	—	—	— %	— %	— %	— %	-.05	—
SUMMARY		50	36	72	50 %	33 %	17 %	— %	.67	1.05

N* is for matched pre- post-scores.

Analysis of WM Results - Women's Reformatory

In the Women's Reformatory (Table 3A), 19 literacy trainees had useable pre- and post-test scores. All subjects showed initial scores on the SAT greater than first grade achievement level. Of the 19 subjects, eight showed pre-test scores above the fifth grade level. The mean SAT pre-test achievement score was a little more than fourth grade (4.57). Of the 14 subjects who showed gains 50%, or seven subjects, gained between one and two years and one showed a gain of more than three years. For the 19 trainees who were in the Women's Reformatory aspect of the study, 73% showed gains. The mean gain for all trainees was .65 years or about seven months. When we consider the 14 subjects who showed gains, we find that 50% of these gained between one and two years. For the 14 "gainers" the mean gain was 1.3 years. It is interesting to note that the Level IV subjects who gained scored mean gains of nearly two years.

Approximately half of the subjects in the Women's Reformatory who completed APC remained in the program and did extensive training in the Vocabulary Expansion Program (VEP). (The VEP is an unpublished extension of APC.) Those women who studied in the VEP showed substantial gains beyond those scored by the women who were trained only in APC. (See Appendix F.)

Analysis of WM Results - Men's Reformatory

Table 4A presents the Word Meaning results for the Men's Reformatory. The Men's Reformatory population consisted of felons between 18 and 59 years of age. A high proportion of the trainees had considerable time to serve (in contrast to the shorter term inmates of the Workhouse).

There were 64 useable scores in the Men's Reformatory, of which 36 or 56% showed gains in scores. There was a substantial concentration of trainees at Level II. Of those with pre-test scores between three and five years (Level III), only three subjects showed gains. However, one of these subjects gained more than three years.

Of the Men's Reformatory trainees showing gains, 55.5% gained less than a year, 36% gained between one and two years, 5.5% gained between two and three years and three percent of the gainers (one trainee) gained above three years. The mean gain for all 64 trainees was .30 years or almost four months. For the 36 trainees in the Reformatory who showed gain, the mean gain was .85 years or roughly 11 months.

WOMEN'S REFORMATORY STANFORD ACHIEVEMENT TEST RESULTS

TABLE 3A
SAT *WORD MEANING* GAINS for DIFFERING LEVELS on PRE-TEST

LEVELS	STANFORD ACHIEVEMENT PRE-TEST		TRAINEES GAINING		Percent Of Gainers Who Obtained Grade Level Gains Between:				MEAN GAINS	
	GRADE	N*	NUMBER	PER-CENT	0.01 to 0.99	1.00 to 1.99	2.00 to 2.99	3.00 +	ALL TRAINEES	GAINERS ONLY
I	0.00 to 0.99	—	—	—	— %	— %	— %	— %	—	—
II	1.00 to 2.99	4	3	75	33 %	67 %	— %	— %	.67	.96
III	3.00 to 4.99	7	5	71	60 %	40 %	— %	— %	.35	.75
IV	5.00 +	8	6	75	16.6 %	50 %	16.7%	16.7 %	.91	1.94
SUMMARY		19	14	73	36 %	50 %	7 %	7 %	.65	1.30

TABLE 3B
SAT *PARAGRAPH MEANING* GAINS for DIFFERING LEVELS on PRE-TEST

LEVELS	STANFORD ACHIEVEMENT PRE-TEST		TRAINEES GAINING		Percent Of Gainers Who Obtained Grade Level Gains Between:				MEAN GAINS	
	GRADE	N*	NUMBER	PER-CENT	0.01 to 0.99	1.00 to 1.99	2.00 to 2.99	3.00 +	ALL TRAINEES	GAINERS ONLY
I	0.00 to 0.99	—	—	—	— %	— %	— %	— %	—	—
II	1.00 to 2.99	5	3	60	67 %	33 %	— %	— %	.56	.99
III	3.00 to 4.99	12	8	67	62.5 %	25 %	— %	12.5 %	.68	1.28
IV	5.00+	2	2	100	— %	50 %	— %	50 %	2.75	2.75
SUMMARY		19	13	68	54 %	31 %	— %	15 %	.86	1.44

N* is for matched pre- post-scores.

MEN'S REFORMATORY STANFORD ACHIEVEMENT TEST RESULTS

TABLE 4A
SAT *WORD MEANING* GAINS for DIFFERING LEVELS on PRE-TEST

LEVELS	STANFORD ACHIEVE-MENT PRE-TEST		TRAINEES GAINING		Percent Of Gainers Who Obtained Grade Level Gains Between:				MEAN GAINS	
	GRADE	N*	NUMBER	PER-CENT	0.01 to 0.99	1.00 to 1.99	2.00 to 2.99	3.00 +	ALL TRAINEES	GAINERS ONLY
I	0.00 to 0.99	4	3	75	—— %	100 %	—— %	—— %	.975	1.30
II	1.00 to 2.99	45	30	66.7	66.7 %	30 %	3.3 %	—— %	.34	.77
III	3.00 to 4.99	11	3	27	66.7 %	—— %	—— %	33.3 %	-.11	1.23
IV	5.00 +	4	——	——	—— %	—— %	—— %	—— %	-.12	——
SUMMARY		64	36	56	55.5 %	36 %	5.5 %	3 %	.30	.85

TABLE 4B
SAT *PARAGRAPH MEANING* GAINS for DIFFERING LEVELS on PRE-TEST

LEVELS	STANFORD ACHIEVE-MENT PRE-TEST		TRAINEES GAINING		Percent Of Gainers Who Obtained Grade Level Gains Between:				MEAN GAINS	
	GRADE	N*	NUMBER	PER-CENT	0.01 to 0.99	1.00 to 1.99	2.00 to 2.99	3.00 +	ALL TRAINEES	GAINERS ONLY
I	0.00 to 0.99	6	6	100	—— %	83 %	17 %	—— %	1.80	1.80
II	1.00 to 2.99	48	30	62	76.7 %	16.7%	3.3%	3.3 %	.32	.78
III	3.00 to 4.99	9	4	43	50 %	25 %	25 %	—— %	.14	1.10
IV	5.00+	1	1	100	—— %	100 %	—— %	—— %	1.80	1.80
SUMMARY		64	41	64	61 %	29.3%	7.3%	2.4 %	.46	.99

N* is for matched pre- post-scores.

Analysis of WM Results - United Planning Organization

Table 5A provides the breakdown of scores on the Word Meaning section of the SAT for the urban trainees supplied by the United Planning Organization. There were 15 trainees on whom both pre- and post-test data were available. Of this number six, or 40%, were able to demonstrate gains. Eighty-three percent of those subjects who did gain, gained less than a year. Only one subject in this UPO group gained between one and two years.

An interesting aspect of the UPO data is that for those subjects who entered the study with pre-test scores at Level IV (five years or above) none showed gain scores. The mean loss for these six subjects was -1.33 years. Taking these losses into account, it is not surprising that the mean difference score between pre- and post-tests on Word Meaning was -.35 years, or almost four months. This loss occurred despite the fact that in each of the other levels there was some gain (ranging from 0.16 years to 1.4 years). When the analysis is limited to only those subjects who showed gains, the mean gain was .42 years. Note that the lowest subjects (the three subjects who pre-tested at less than three years) showed gains, whereas nine of the 12 subjects who tested at three years and above failed to show gains.

Summary Analysis of SAT Word Meaning Results: Tables 2A - 5A

If we compare the SAT Word Meaning sub-test results across the four training situations in terms of the percentage of trainees who scored measurable gains we find the following:

Workhouse	82% gained
Women's Reformatory	73% gained
Men's Reformatory	56% gained
UPO	40% gained

When the mean gain scores for all trainees are considered by rank, we find that the mean gain was .80 grade years for the Workhouse, .65 for the Women's Reformatory, .30 for the Men's Reformatory and -.35 for the urban trainees.

When gain scores for the gainers only are computed and ranked, we find the following: the Women's Reformatory gained 1.30 years, the Lorton Workhouse trainees gained 1.07 years, the Men's Reformatory trainees obtained a mean gain of .85 years. In all phases of this analysis, the Lorton subjects ranked higher than did the UPO trainees.

UNITED PLANNING ORGANIZATION STANFORD ACHIEVEMENT TEST RESULTS

TABLE 5A
SAT *WORD MEANING* GAINS for DIFFERING LEVELS on PRE-TEST

LEVELS	STANFORD ACHIEVEMENT PRE-TEST		TRAINEES GAINING		Percent Of Gainers Who Obtained Grade Level Gains Between:				MEAN GAINS	
	GRADE	N*	NUMBER	PER-CENT	0.01 to 0.99	1.00 to 1.99	2.00 to 2.99	3.00 +	ALL TRAINEES	GAINER ONLY
I	0.00 to 0.99	1	1	100	—— %	100 %	—— %	—— %	1.40	1.40
II	1.00 to 2.99	2	2	100	100 %	—— %	—— %	—— %	.20	.20
III	3.00 to 4.99	6	3	50	100 %	—— %	—— %	—— %	.16	.56
IV	5.00 +	6	—	——	—— %	—— %	—— %	—— %	-1.33	——
SUMMARY		15	6	40	83 %	17 %	—— %	—— %	-.35	.42

TABLE 5B
SAT *PARAGRAPH MEANING* GAINS for DIFFERING LEVELS on PRE-TEST

LEVELS	STANFORD ACHIEVEMENT PRE-TEST		TRAINEES GAINING		Percent Of Gainers Who Obtained Grade Level Gains Between:				MEAN GAINS	
	GRADE	N*	NUMBER	PER-CENT	0.01 to 0.99	1.00 to 1.99	2.00 to 2.99	3.00 +	ALL TRAINEES	GAINER ONLY
I	0.00 to 0.99	1	—	——	—— %	—— %	—— %	—— %	.00	——
II	1.00 to 2.99	3	2	67	100 %	—— %	—— %	—— %	.33	.55
III	3.00 to 4.99	7	5	71	40 %	60 %	—— %	—— %	.81	1.22
IV	5.00+	4	—	—	—— %	—— %	—— %	—— %	-.87	——
SUMMARY		15	7	46.6	57 %	43 %	—— %	—— %	.21	1.02

N* is for matched pre- post-scores.

Analysis of SAT Paragraph Meaning Results

Tables 2B through 5B show the results of the same four training groups on the Paragraph Meaning (PM) sub-test of the SAT. These PM scores tend to corroborate the WM results.

In terms of the percentage of trainees who scored measurable gains, we find the following:

Workhouse	72% gained
Women's Reformatory	68% gained
Men's Reformatory	64% gained
UPO	47% gained

In looking at mean gains for all trainees by rank we find the following:

Women's Reformatory	.86 years gain
Workhouse	.67 years gain
Men's Reformatory	.46 years gain
UPO	.21 years gain

For only those trainees who gained, we find the following:

Women's Reformatory	1.44 years mean gain
Workhouse	1.05 years mean gain
UPO	1.00 years mean gain
Men's Reformatory	.99 years mean gain

The mean gain for all trainees who scored gains on the PM subtest was slightly more than one grade year. In general, all trainees tended to score greater gains in PM than in WM.

Further comparison of the WM and PM gains across the entire sample indicates another trend. Those trainees who entered the study below the third grade reading level tended to score greater gain in Word Meaning than in Paragraph Meaning; while those whose entry level was above 3.0 grade years made substantially greater gains in Paragraph Meaning.

Time in Program

Table 10 depicts relationships between time spent in literacy training in each institution and the amount of paragraph meaning gain which occurred. In the first row (less than 100 hours of instruction), the Workhouse trainees gained .86 years; the Women's Reformatory gained 1.20; nine UPO trainees in the urban literacy training situation gained .52 years.

The trainees in the Women's Reformatory uniformly made greatest gains in each of the hours-in-program categories.

Table 10 does not reveal any consistent relationship between time spent in the program, and mean gains of trainees on the paragraph meaning section of the SAT.

Trainees in the Workhouse and the UPO sample, spent a median time of 91 hours in the training program. Subjects at the Women's Reformatory had a median of 156 hours and the Men's Reformatory had a median of 187 hours. The unusually high training time at the Men's Reformatory resulted in part from trainees who failed to score gains or master the course content in one class and were subsequently started again in another class.

TABLE 6

TIME IN LITERACY TRAINING AND READING GAIN SCORES

HOURS IN LITERACY PROGRAM[1]	MEAN DIFFERENCE IN PARAGRAPH MEANING ON STANFORD ACHIEVEMENT TEST							
	Men's Reformatory		Women's Reformatory		Workhouse		UPO	
	N	$\bar{X}$[2]	N	$\bar{X}$	N	$\bar{X}$	N	$\bar{X}$
Less than 100	6	.28	2	1.20	23	.86	9	.52
Between 100 and 200	36	.60	12	.70	21	.48	6	.05
More than 200	21	.36	5	1.14	4	.78	——	——

NOTE: 1. The attendance records of several trainees were inadequate to enable a sufficiently accurate determination of hours in the program.

2. Mean Gain in years

LORGE-THORNDIKE INTELLIGENCE TEST SCORES

The Lorge-Thorndike Intelligence Test consists of a verbal and a non-verbal test battery. The lowest indicated IQ score on both batteries is 50.

There were 110 literacy trainees on whom there were reliable verbal pre- and post-test scores; 111 had reliable non-verbal test scores. Seventeen (17) subjects scored below 50 on the verbal pre-test and eighteen (18) scored below 50 on the non-verbal pre-test. These below-50 scores were considered in terms of their raw (unconverted) scores.

There were 93 trainees with verbal and non-verbal IQ scores of 50 and above on the pre-test. The discussion that follows will consider (1) verbal scores, (2) non-verbal scores and (3) below-50 scores for both the verbal and non-verbal batteries.

Verbal Battery (Table 7)

The pre-test verbal battery scores were split into three levels: Level I, 50 through 69; Level II, between 70 and 90; and Level III, scores of 90 and above. None of the subjects scored 90 or above on this battery. Approximately two thirds of the subjects (63) initially scored below 70 IQ points and only 30 were in the 70 to 89 range.

If we consider Level I subjects, we note that of those who scored measurable gains in IQ, the largest group, 42.2%, gained less than five points; 33.3% gained five to nine points, and the remainder (24.5%) scored gains of ten or more IQ points. Of the 63 literacy trainees in Level I, 45 (71%) showed measurable upward shift in IQ.

For the Level II trainees on the Lorge-Thorndike Verbal Battery, 67% (20 trainees) showed some gain. The mean gain was 3.1 IQ points for all trainees and 7.2 IQ points when the computation is limited to only those who gained.

The summary indicates that 70% of all trainees on whom useable pre- and post-IQ scores were available showed some gain. The mean gain was 3.4 IQ points for the total sample and 6.9 IQ points when the mean of only those who gained was computed.

Non-Verbal Battery (Table 8)

As with the verbal battery, most trainees (49.5%) pre-tested in the Level I IQ range (50 to 69). On this test 70% showed post-test gains in score. Forty-six percent of those gaining gained

10 points or more and 14% gained 20 IQ points or more. The mean gain for all 93 trainees was 5.6 points. For the 65 trainees who obtained measurable gain scores the mean gain was 10.0 IQ points.

There were nine trainees who scored 90 or above on the non-verbal pre-test. Of these, seven or 78% showed some gain; 29% gained more than 10 points. For all nine trainees, the mean gain was 5.4 IQ points and for the seven who registered gain, the mean gain was 8.1 IQ points.

Below 50 Scores - Verbal and Non-Verbal

Table 9 shows the results of those literacy trainees who scored below 50 on the Lorge-Thorndike pre-test. On the Verbal Battery, six persons who scored below 50 on the pre-test had a post-test mean score of 54.3 IQ points. Five who scored below 50 on the Non-Verbal Battery had a post-test mean score of 62.2 IQ points. For these five subjects this represents a mean gain of at least 12.2 IQ points.

Of the remaining 11 subjects who scored below 50 on both the pre- and post-tests of the Verbal Battery, eight, or 73%, made gains. These gains were computed by comparing raw (unconverted) scores since these subjects scored below the floor of the Lorge-Thorndike conversion tables. Likewise, seven of the 13 persons in this category on the Non-Verbal Battery scored gains.

In summary, 17 persons initially scored below 50 on the Verbal Battery and 14 (82%) of them demonstrated gains. On the Non-Verbal Battery, only 67% of the subjects in this category gained.

7

TABLE 7
LORGE-THORNDIKE *VERBAL* I Q GAINS for DIFFERING LEVELS on PRE-TEST

INITIAL I Q				Percent Of Gainers Who Obtained IQ Gains Between:						GAIN SUMMARY			
LEVEL	RANGE	N	MEAN	1-4	5-9	10-14	15-19	20-24	MORE THAN 25	MEAN GAINS FOR ALL TRAINEES	NUMBER OF GAINERS	PERCENT OF TRAINEES GAINING	MEAN GAIN FOR GAINERS ONLY
I	50-69	63	59.6	42.2%	33.3%	13.3%	9 %	2.2%	——	+3.5	45	71	+6.7
II	70-89	30	74.5	40 %	35 %	15 %	5 %	——	5 %	+3.1	20	67	+7.2
III	90 and above	——	——	——	——	——	——	——	——	——	——	——	——
SUMMARY		93	64.0	41.5%	34 %	14.8%	7.7%	1.5%	1.5%	+3.4	65	70	+6.9

TABLE 8
LORGE-THORNDIKE *NON-VERBAL* IQ GAINS for DIFFERING LEVELS on PRE-TEST

INITIAL IQ				Percent Of Gainers Who Obtained IQ Gains Between:						GAIN SUMMARY			
LEVEL	RANGE	N	MEAN	1-4	5-9	10-14	15-19	20-24	MORE THAN 25	MEAN GAINS FOR ALL TRAINEES	NUMBER OF GAINERS	PERCENT OF TRAINEES GAINING	MEAN GAIN FOR GAINERS ONLY
I	50-69	46	57.7	3.3%	15 %	24 %	6 %	9 %	12.7%	+7.0	33	72	+11.5
II	70-89	38	78.0	24 %	32 %	24 %	16 %	4 %	——	+3.9	25	65.7	+ 9.0
III	90 and above	9	95.6	42.9%	28.1%	14.5%		14.5%		+5.4	7	77.7	+ 8.1
SUMMARY		93	70.7	31 %	23 %	23 %	9 %	8 %	6 %	+5.6	65	70.	+10.0

TABLE 9

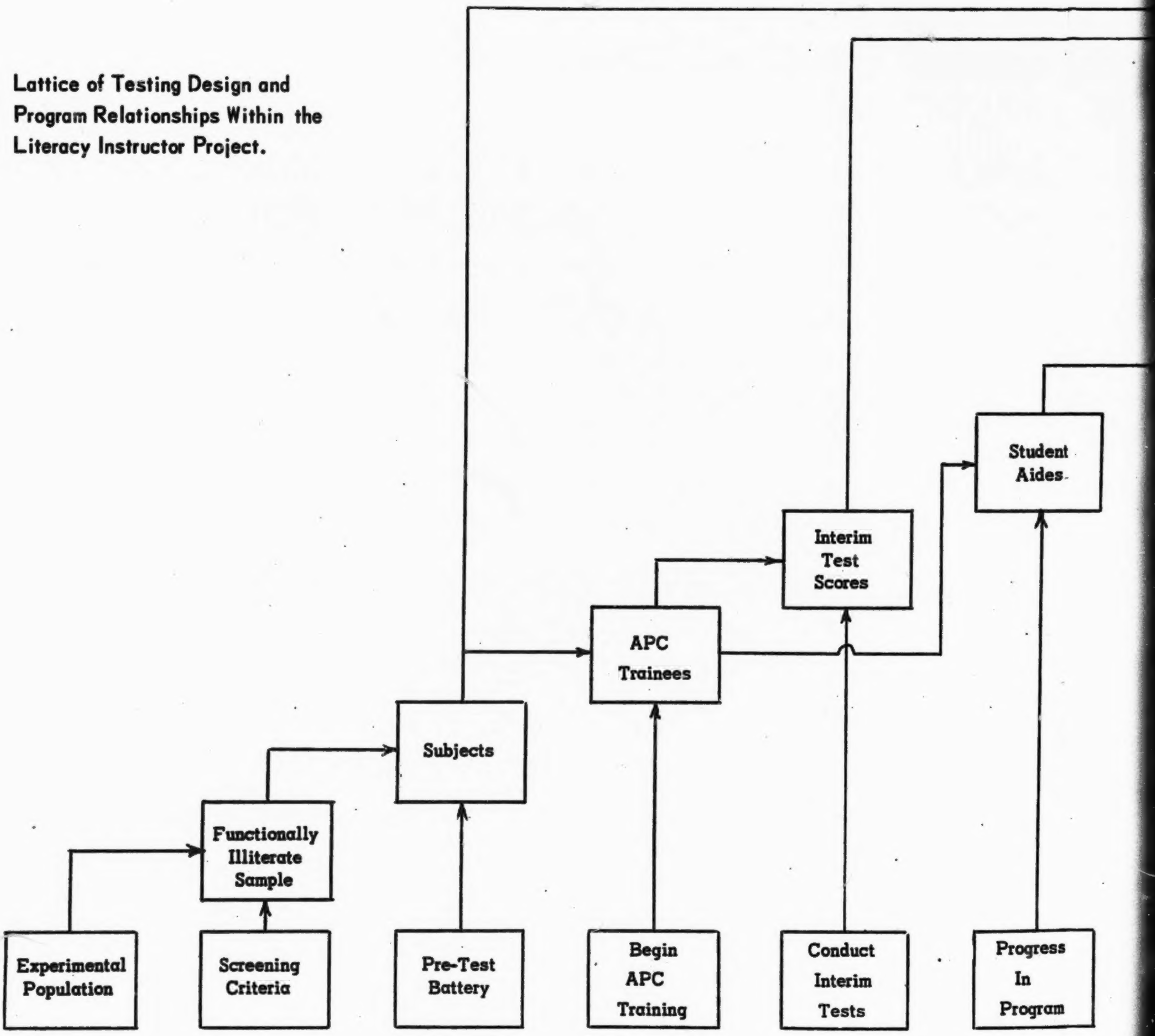
Lorge-Thorndike Trainees Scoring Below 50 I.Q. Points.[1]

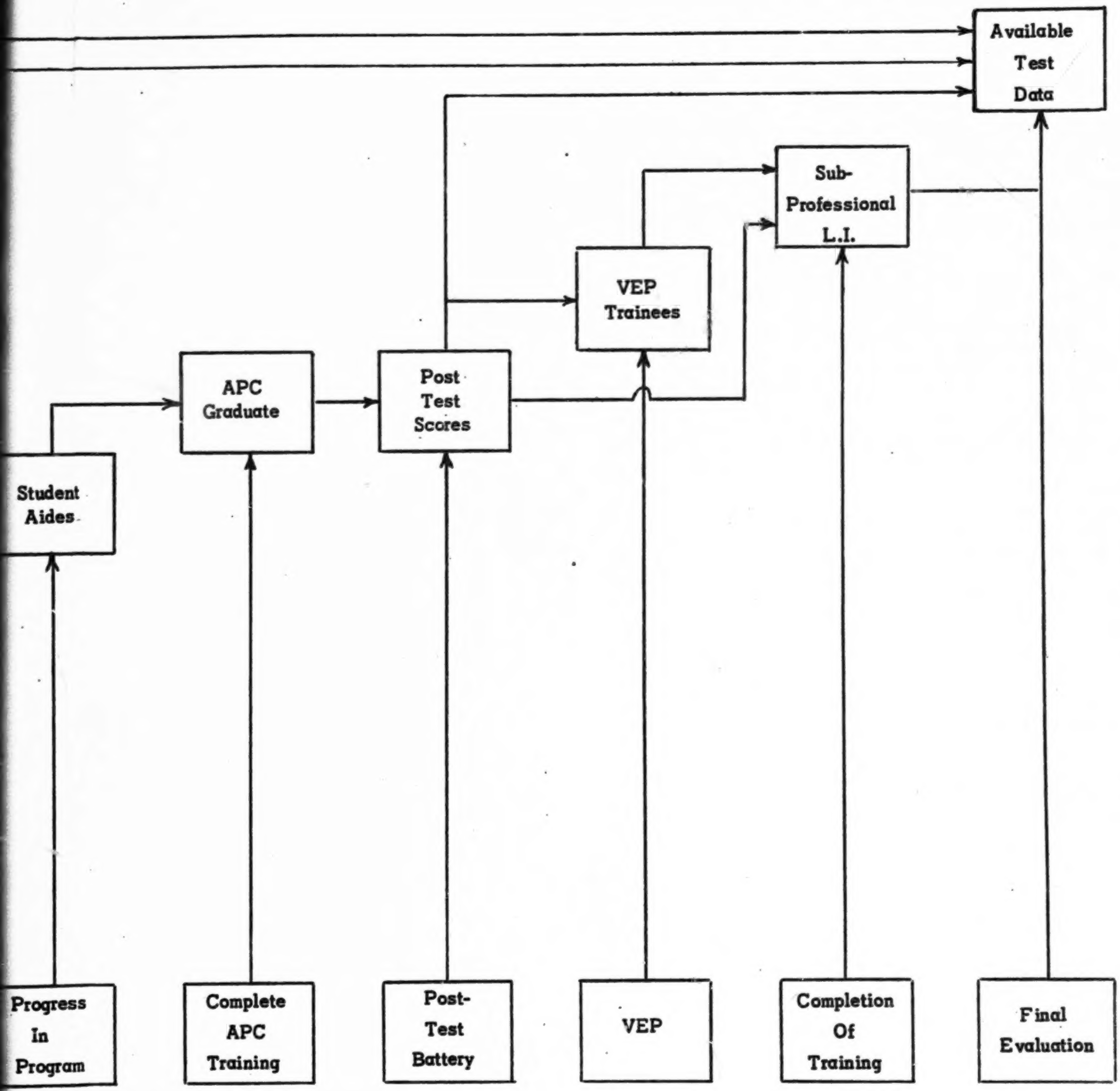
	Verbal			Non-Verbal		
	N	Number of Gainers	Extent of Gain	N	Gain	Extent of Gain
Under 50--Pre- and Post-Tests	11	8	Undetermined[2]	13	7	Undetermined[2]
Under 50-- Pre-test only	6	6	At least 4.3 IQ points	5	5	At least 12.2 IQ points
Total	17	14	82% gained	18	12	67% gained

[1] The Lorge-Thorndike Intelligence Test did not permit conversion of raw scores to I.Q. below 50.

[2] Gains were determined by comparing raw scores.

Lattice of Testing Design and Program Relationships Within the Literacy Instructor Project.


Experimental Population
Screening Criteria
Functionally Illiterate Sample
Pre-Test Battery
Subjects
Begin APC Training
APC Trainees
Conduct Interim Tests
Interim Test Scores
Progress In Program
Student Aides


Available Test Data
Sub-Professional L.I.
VEP Trainees
APC Graduate
Post Test Scores
Student Aides
Progress In Program
Complete APC Training
Post-Test Battery
VEP
Completion Of Training
Final Evaluation

TESTING PROCEDURES

Pre-tests were to be administered to all candidates for the purposes of obtaining initial reading achievement levels, and evaluations of attitudes and personality. Tests were to be administered by the Literacy Instructors at the designated training centers. The list of tests follows:

1. The Stanford Achievement Test (SAT)
    - Word Meaning (WM)
    - Paragraph Meaning (PM)
    - Word Study Skills
    - Language Usage
    - Arithmetic Applications
2. Spelling (old Stanford form)
3. Berea Gestalt
4. Right-Left Discrimination Test
5. Goodenough-Harris Draw-a-Person
6. Lorge-Thorndike IQ Test
7. Bell Adjustment Inventory
8. Social Effectiveness Evaluation Form (SEEF)

Interim tests were to be administered at the completion of approximately 75 hours of instruction (one-half of the estimated instructional time). Only the PM and WM sections of the SAT were to be used as interim tests.

Alternate versions of the pre-tests were to be administered to all trainees as post-tests.

A diagram of the testing program is shown in Figure 3. The amount of time spent in the course varied considerably between institutions. A good portion of the short-term Workhouse trainees were able to complete the course within about six weeks (classes averaged about 2½ hours per day), with apparent motivation to finish before they were released. A few subjects in the Men's Reformatory, on the other hand, were in the program from mid-October to the end of July. Because of the shortness of the course at the Workhouse, interim testing was eventually discontinued there to avoid test resistance among the subjects. Several of the long termers at the Men's Reformatory went through the interim test battery several times. As a supplement to the APC reading program, subjects at the Men's and Women's Reformatories who had completed the course but wanted to remain in the class were given sections of the Vocabulary Expansion Program (VEP) and/or worked as Literacy Instructors. With these subjects a final post-test was often given after some time spent in the supplementary program.

Instruction began in October. Table 10 shows for each of the four instructional situations the number of subjects, age range, sex, the type of instructors and the initial IQ and reading scores.

The shrinkage of subject populations is shown in Table 11. The large number of dropouts (from all causes) among Workhouse students is due largely to the short terms, so that many students were released from the institution before they could progress very far in the program. Among UPO students there were a number who attended once or twice but did not return, often because they could not fit the classes into their job or job-seeking activities, or could not afford travel fare or baby-sitting fees that they would have to spend. Among the prison populations, on the other hand, there were some inmates who were never pre-tested or registered in the course but who attended nevertheless. The Workhouse rollbooks include as many as 30 students (not included in Table 11) who were not registered, 12 of whom completed the course. These cannot be included in the analysis because of their lack of pre-test scores.

Figures are not shown for the initial screening of subjects inasmuch as the screening was initially not under IER jurisdiction. However, for the UPO population alone, over 300 potential subjects were screened by IER personnel about midway through the project.

Due to differences in institutional situations, restriction upon IER control over testing situations, changes in the testing program, and student non-shows or refusals to take the tests, not all tests were given to all subjects. A major factor stems from the fact that the test program was organized for the UPO program, and some of the tests or test set-ups were not well suited to the prison test situations. A good example of this is the Bell Adjustment Inventory (not included in any tables), which was initially administered to some subjects in all institutions. IER test observers universally reported that although the time allotment for this test is supposed to permit everyone to finish and re-evaluate his answers, some subjects could not handle the test even with extra time, and that the test generated resistance among some inmates to the entire test program.

TABLE 10
DESCRIPTIVE DATA ON LITERACY TRAINEES

INSTITUTIONS	NUMBER OF SUBJECTS INCLUDED IN DATA ANALYSIS	AGE RANGE	SEX	TYPES OF INSTRUCTORS [1]	MEAN IQ AT ENTRY		READING SCORE ON PRE-TEST	
					VERBAL	NON-VERBAL	WORD MEANING	PARAGRAPH MEANING
WORKHOUSE	51	18-29	Male	Prison Staff Inmate (Literacy Trainees)[2]	64.8	70.5	3.33	3.14
WOMEN'S REFORMATORY	19	17-50	Female	IER Staff	64.8	61.1	4.68	3.73
MEN'S REFORMATORY	65	19-58	Male	Prison Staff IER Staff Inmate (high school graduate) Inmate (Literacy Trainees)[2]	54.7	57.6	2.39	2.18
UNITED PLANNING ORGANIZATION	15	19-58	6 Male 9 Females	IER Staff	68.5	79.6	4.70	4.31

1. In all classes advanced literacy trainees served as instructional aides.

2. Inmates who completed APC and were assigned as instructors.

TABLE 11

Derivation of Reportable Test Data

	Enrolled[1]	Failure to Attend	Missing Scores[2]	Reportable Scores
Men's Reformatory	109	17	27	65
Workhouse	128	8	69	51
Women's Reformatory	25	1	5	19
United Planning Organization	83	29	39	15
	345	55	140	150

1. Includes dropouts and subjects who enrolled but did not attend classes.

2. This category includes subjects who missed tests because of:

   a) appearances in court,
   b) other prison duties,
   c) solitary confinement,
   d) in hospital, and
   e) unexplained absences.

Chapter IV

GENERAL DISCUSSION

The data obtained in the quest of this study had several striking characteristics. It indicated that the subjects from the penal institutions were more readily recruited, were considerably more stable and tended to perform at higher levels than the subjects obtained through the United Planning Organization (UPO).

In the Lorton (reformatory) setting the mean cost of literacy training was much lower than the cost of training the uninstitutionalized school dropout. When all trainees who were in the program 30 or more hours are considered, the cost of training the urban center literacy enrollees was more than 22 times as great as the cost of training enrollees at the prisons. Not only was the cost for each inmate trainee a small fraction of the cost for the trainee recruited by UPO, but the Lorton trainees also showed greater gains than the urban trainees.

It may well be that the literacy trainees recruited by UPO were those who failed to fit into the regular UPO programs, and that this could account for some of the differences noted above. Some of our data, particularly the Bell Adjustment Inventory scores, suggest that the UPO trainees may have been less well adjusted than the inmate subjects. The data, however, is not conclusive.

The Institutional Frame of Reference

The penal setting provided fundamental training advantages over the community setting. First, it offered a body of functional illiterates who were in a more stable and available situation. Second, the institutional setting provided trained staff, including teachers. Additionally, the Reformatory for Men had good classroom facilities which were readily useable.

Perhaps more important, literacy training may be more attractive to the inmate than the routine work duty which he would have to perform were he not enrolled in class. This is very much the converse of the situation facing the uninstitutionalized illiterate who has numerous alternatives to choose from, any one of which from his point of view, may be more pleasant or rewarding than a literacy training program. Consequently, the inmate trainee was relatively highly motivated to spend his time functionally.

Furthermore, programmed training methods were apparently well received by the prison population.

The fundamental aim of the project was to train functional illiterates to become sub-professional literacy instructors. This objective was accomplished to a substantial degree in the prison setting but was not realized in the urban situation. By April the greater part of the instruction in the Men's Reformatory and the Workhouse was being carried out by the literacy trainees under the supervision of professional staff. As time went on this pattern deepened, and by June the training was being conducted almost entirely by literacy trainees who had entered the program as functional illiterates just a few months before. Absenteeism was low and very few subjects left the literacy training program of their own volition, though they were free to do so. The pattern of good attendance and low drop-out continued after the graduates of the literacy training became the instructors.

It should be mentioned, however, that within the prison classes there were certain problems related to the peculiar nature of the social order of the prison. When the classroom was controlled by inmate instructors, it was not as easy to have real knowledge of what took place within the classroom as it was when IER or prison staff were present. This situation exists to some degree in every training situation, but was exacerbated by the unique social structure of the prison society. In a more fluid and less stratified society the teacher can be expected to make more or less objective reports. In a prison, however, a negative report on attendance, performance, attitude or behavior issued by one inmate about another might well be a very serious matter which could impinge on the mores and power relationships of the prison society.

Since the project design called for a comparison between the effectiveness of inmate instructors vis-a-vis staff instructors, it was required that IER treat all instructors alike. As a result, inmates were involved in many aspects of data collection. While pre- and post-testing continued almost weekly until the end of the project, there was sometimes little control of the conditions under which the tests were administered.

The data obtained from the prisons make it evident that substantial gains in literacy skills are attainable within short periods of time within prison settings. This would appear to be particularly true in those settings where individuals are incarcerated for a shorter period of time. It may be that some of the incentives which were considered vital for successful recruitment and training of the urban drop-out population pre-existed, to a degree, within the prison.

One of the greatest problems which a prisoner confronts is that of his acute awareness of the number of days, months and years remaining before his release. Inactivity and the boredom which is generated by inactivity tends to emphasize this awareness of time. As a result the inmate generally welcomes almost any kind of diversion, time-consuming or absorbing activity. Participation in a high-response programmed instructional situation which provides frequent recognition of success can therefore be instrumental in securing the involvement and contact with the outside world which is required to allay the anxieties created by the prisoners' preoccupation with the slow passage of time.

Some inmates may also be possessed of a determination to do something about their personal problems and may see literacy as a concrete and attainable goal. APC provides a structured and organized system of producing literacy skills which can easily be implemented by staff or even by the prisoners themselves.

The data from the SAT indicate that real reading improvement can take place within institutional settings. The UPO trainees also showed improvement, except for those who started at a fifth-grade reading achievement level or above. The other tests which were administered as pre-tests, and in some cases as post-tests, showed little predictive value in terms of the gains that were ultimately obtained on the SAT.[1] Another indicator of possible value in predicting how literacy trainees may do is the Right-Left Discrimination Test. Those who scored above the median also showed either the greatest gain on the SAT Word Meaning sub-test or tended to score greater losses than any other group.

On the whole the testing program which was used in this project consisted of tests derived from conventional educational testing situations. The test battery included the SAT, the Lorge-Thorndike and some clinically oriented tests such as the Berea Gestalt and the Goodenough-Harris. There was considerable resistance to such intensive testing, and the meaning of some of the test results tends to be quite ambiguous.

---

[1] It did appear that the Gray Oral Reading Paragraphs might possibly be useful in predicting gains on the SAT. Those literacy trainees who scored highest on the Gray Oral or on the SAT were at the extremes of the distribution.

In regard to the SAT, many low scores reflect lack of reading ability, but there are other instances where persons with some reading ability scored low as the result of an insufficient informational base or because of lack of sophistication in taking tests. In these cases we fail to accurately measure reading skill but are judging persons to have low reading skills when in reality the defect is in their informational base. The problem often reduces to the fact that standard tests have little specificity and there is no basis for determining whether the score is a function of literacy level, inadequate informational base, unwillingness to take the test, test anxiety, or test naivete. Until tests are available which can localize the meaning of scores obtained, the analysis of data will be seriously handicapped by the resulting ambiguity.

There is little doubt that the norms associated with standard achievement tests have very little application to the population of the present study. With respect to the gains which were obtained on the SAT and the Lorge-Thorndike, it is not possible to specify their meaning or value in any precise manner. There is little doubt that gains occurred, but so did losses. What is not evident on the basis of the data alone is whether these losses reflect a reduction in reading skill or are a reflection of resistance to the test situations. Were we in a sense measuring motivation rather than literacy?

This is a question of substance which cannot be put aside. The designation of a test as an "achievement test" does not alter the possibility that the test results reflect to a great extent one's willingness to perform. In terms of the realistic evaluation of educational achievement there is no more pressing problem than the development of scales which meaningfully evaluate these populations.

It should be emphasized that this project, although surprisingly effective, failed to satisfy the initial objectives of the project as originally conceived. The aim was to provide a qualified sub-professional literacy instructor, or a sufficient increase in reading skills to increase the job stability of the literacy trainee. As the study at Lorton was unrelated to job skills, the latter possibility did not exist. And, as the program as it evolved within the prison context did not provide sufficient control to establish a series of new independent literacy groups under the control of literacy instructors trained within the project, the first objective was only partially fulfilled. However, the high rate of attendance, the obvious involvement and interaction among the trainees, and the classroom atmosphere all were reacted to positively by both the IER research staff and the prison authorities. The Principal Investigator and the Project Director were told on numerous occasions that inmates who had always appeared lethargic and who had malingered within the classroom became involved and active within the classroom. However, the fact that the program was useful in terms of inmate involvement, does not begin to argue that it would necessarily be functional in terms of life adjustment. If we accept the data as given, there was an increase in reading level, but no necessary relationship between the development of reading skills and attainment of job skills. Theoretically, the success experience obtained in the program and the upward mobility reflected in literacy trainees operating as instructors should have provided a degree of confidence that success could be realized in the external society. However, if this effect did occur it would be difficult to detect since an involved follow-up study would be required.

Clearly, substantial numbers of inmates who had been lethargic and uninterested in education were "triggered" into action. Moreover, the upward mobility aspect of the program was implemented despite the fact that there was a minimum of control over the operation of the system. Only one project member worked consistently within the Department of Corrections, and he operated as an instructor at the outset of the program and as a supervising instructor as new literacy instructors emerged from the inmate population.

While the current study demonstrated that sub-professionals can teach literacy skills within penal institutions, the project had very limited control of the classrooms within the prisons and had no control over the social situation beyond the hours spent in literacy training. Likewise, the literacy training within the prisons had no direct relationship to any other aspect of the inmates' life. There is a requirement to do a study within a prison setting where education, job training and behavioral control and development systems are integrated and cohesive.

A study might well be adapted from similar work currently being done by the Principal Investigator within the Lincoln Job Corps Center in Lincoln, Nebraska.

The Community Action Frame of Reference

The Literacy Instructor Project was designed to operate as a coordinated project in which certain functions were to be performed by the United Planning Organization (UPO) and others to be performed by the Institute of Educational Research (IER). In particular, UPO was to screen and recruit functionally illiterate subjects who would be trained within one of five different training treatments. Each treatment had a different pattern of incentives. (See Chapter 1). The number of recruits was so low, however, that it was not possible to evolve the social structure necessary to develop the upward mobility pattern in any of the community literacy centers. In none of the centers did the class reach a dozen trainees at any given time, and, as there was a relatively high rate of absence, the number of trainees was too low to use the upward mobility characteristics of the reading program.

Many times classes were held with only one, two or three trainees present. In addition, the literacy training system was not linked to the Neighborhood Youth Corps program as planned. Thus a prime incentive was missing from the training program since the integration of literacy skill development and job training was a vital aspect of this project. Also, the financial incentive which was to be included did not evolve as planned. In the final weeks of the study an effort was made to pay stipends, but this was a much diluted version of the project design and was not in effect long enough to provide a clear indication of its value. In short, the community aspect of the study offered no real test of whether or not the incentive system proposed for this project would be viable at the community level.

While this project, as it developed, did not test the assumptions underlying these incentive treatments, the data and the knowledge accrued during the course of the study support the need for further study and tests of these assumptions. Certain aspects of the design which UPO was unable to incorporate into its structure have been implemented in practice in the work training and Neighborhood Youth Corps programs of Mobilization For Youth in New York City. Utilizing the experience of Mobilization For Youth in a study which would approximate the original design of the present project would make the study significantly more productive. Such a study is particularly important since there is a substantial body of recent evidence that nonprofessionals are often able to teach literacy as well as, and in some cases better than, trained professionals. Beyond this, it is clear that illiteracy remains a blight on the American democratic process and no viable program to eradicate illiteracy on a national scale is apparent.

It may be noted that the data obtained from the non-institutionalized literacy trainees was lower in every respect than the data obtained from the inmate population. If it is assumed that the community trainees were at least as effective, (and their intelligence scores on the Lorge-Thorndike suggest that they were somewhat more effective) then the lack of incentives and the resultant lack of dynamic structure present within the community context could account for the lack of performance on the part of the UPO recruited trainees.

Social Innovation

Any type of innovative activity within a community setting involves special problems. Novelty in itself sets up problems of communication. Almost certainly there will be genuine reservations about the validity of a new approach. The activities in such experimental projects tend to differ from those within traditional service-oriented projects and may require special attention and a different frame of reference in order to be understood. It was for these reasons that a liaison person was initially proposed who would work directly on the project but who would be a UPO staff member. Largely because this liaison person did not materialize there was much misunderstanding by UPO staff as to the nature, objectives, and operation of the project. It should be stressed, however, that the failure to provide sufficient numbers of literacy trainees for this project was related to the difference between the UPO staff's conceptual framework and the conceptual frame of reference within which this project was conceived. Staff of a Community Action Agency (CAA)*, such as UPO, often tend to use existing educational and counseling methods and fail to see the necessity for social invention. The fundamental necessity for devising new approaches to old problems is an often heard refrain but there appears to be little true appreciation of the overwhelming necessity for total agency commitment to such efforts.

The CAA has the twin goals of 1) shifting attitudes so that deprived members of the community can know that they are fully adequate to accept their responsibilities as citizens, parents, and job holders; and 2) providing the skills and techniques which are prerequisite for effective competition in our technical society. The CAA staff member is too often ready to look for a job which his client can fill with his already existing pool of skills, rather than to train or re-train him for new and better jobs. The aim is too often to provide a client with some type of employment to help him face his immediate problem. In so doing, however, we may be doing the client a disservice. The CAA thus tends to view the problem of its client as a short-range problem capable of being solved, at least temporarily, by finding a job which can be filled by an unskilled person or one with marginal skills. The posture of the project was, on the other hand, that any long-range solution to the client's need required a substantial level of literacy skill as a necessary prerequisite for the development of a stable job skill.

---

*formerlly called (CAP).

Beyond this, the posture of the project was that there was a fundamental requirement to build into the training context a means of helping persons shift from a pattern of avoidance to one where the individual was motivated to move towards satisfying goals.

These differences in theoretical and organizational posture reduced to the view on the part of some members of UPO staff that assignment to the literacy training study would postpone earnings for young men and women who desperately needed the money, and further that it would throw them back into the type of academic environment that they had previously avoided by dropping out of school. This point of view was apparently deeply held and may have accounted for the failure to assign many functional illiterates to the project. The interactional relationship between literacy and job skill development was, in the view of IER, central to the problems of many of the potential subjects who were involved in UPO programs.

In short, the lack of intensive recruitment and referral was not due to resistance to the project per se nor because of any inherent antagonism to literacy development. It did result, however, from an apparent general conviction that the project had little immediate payoff and that the pragmatic day-by-day realities faced by the young men and women who came to the agency were far more important than the likelihood that any real help could be achieved through this project. The development of adequate job skills which can provide long-range job stability is a highly complicated process which can occur only through intricate planning and the development of highly technical innovative systems.

FUNCTIONAL ASYNCHRONY IN THE COMMUNITY ACTION AGENCY (CAA)

The CAA is an organized system for up-grading human performance and for modifying attitudes of deprived segments of the population. On the assumption that human behavior and attitudes are modifiable, CAAs should aim to produce a high proportion of employable and emotionally mature individuals in relatively short time spans. The discrepancy between the possible performance of the CAA and its actual performance is defined here as functional asynchrony. This functional asynchrony may be discussed under two headings: (1) conditions which can be corrected using available skills and knowledge, and (2) conditions which exist as a consequence of deficiencies in the state of the art of behavioral science and educational theory.

The Immediately Correctable Deficiencies

Where clear-cut objectives, procedures and policies do not exist, this deficiency can be corrected through the development of an organizational policy document specifically designed to concretize the goals of the organization. This document should operationally define the methods to be employed to achieve the stated purposes. Changes in policy should be reflected by changes in this control document. Further, the policy of the organization should infuse all organizational activities. Conferences, discussions and symposia should be held to familiarize the staff with basic policy positions. Policy should be reviewed regularly and should be amenable to change. Changes, however, must be made only with adequate justification following thorough examination, argument and ventilation of various points of view.

One important possibility for CAA improvement is the detection of those counselors and/or other professionals who have a clear grasp of the CAA problems and who possess the vitality and initiative to provide organizational leadership. The emergence of counselor-leaders (who develop techniques which work with their clients and who are at the same time perceived as effective by the other counselors) can be facilitated by a good evaluation program. These counselor-leaders represent an extremely powerful potential within the CAA structure. As things now stand, there is considerable likelihood that the use of methods (even effective methods) which violate the current dogmas will place the couselor at an organizational disadvantage with peers and those superiors who fall back on unworkable academic formulas as their method of retreat from complexity.

Thus, upward mobility of the counselor staff should be linked to (1) imaginative development of methods which function to attract, hold, and help clients and (2) ability to influence and persuade counselors and other professionals. These leadership counselors, once recognized, should be escalated to positions where leadership is sanctioned by authority, and where their responsibilities extend their domain of influence. In short, the CAA must actively hunt, within its own membership, for those who have shown themselves flexible enough to adapt, imaginative enough to develop, and socially effective enough to win informal leadership positions. The viewpoints, methods, and techniques used by counselors should:

1. Stress methods which result in activities conforming to the procedures in the policy document as related to the organizational objectives;

2. Involve special study programs involving indoctrination in experimental approaches;

3. Include official encouragement and funding for non-counseling courses in educational methods, vocational training, learning theory, programming methods, etc.

Evaluations of counselor performance should be conducted semi-annually, using as the basis of the evaluation such dimensions as: (1) concern with objectives, (2) willingness to adopt new methods and techniques, (3) understanding of non-counseling principles and methods, (4) proportion of clients who have obtained employment lasting at least three months, etc.

Freeing the Executive Authority to Function:

The executive head of a CAA is required to make decisions, interpret policy and above all, focus the organization on the attainment of its objectives. His responsibility as the agency head should be unambiguous, within moral and legal limits. He should be judged, not on the basis of his personality or political acumen, but rather on the degree to which he provides the means to attain the CAA objectives. His capabilities should be judged by evaluating the CAA as a total entity in terms of such data as:

(1) number of clients obtained during year;

(2) proportion of clients obtaining stable employment;

(3) change in rate of law violations for CAA-exposed persons in comparison with non-CAA persons of equivalent background;

(4) CAA cost per stable job obtained (where a stable job involves a minimum of three months of unbroken employment);

(5) proportion of clients receiving high school equivalency diplomas;

(6) rate of turnover of clients per counselor;

(7) proportion of CAA drop-outs;

The evaluation of the executive function should be weighed heavily on the basis of the effectiveness of the agency. Personality and finesse at the conference table, academic background and the ability to obtain money should be secondary considerations in evaluating executive performance. The development and specification of clear-cut criteria for evaluating CAA functional effectiveness would provide the necessary standard for judging executive performance while freeing his thoughts and energies for problems directly involving the CAA as a functioning system.

Long-Range Improvement of CAA Function:

The very existence of OEO-sponsored CAA s is evidence of a national requirement to develop new curricula and training methods and materials designed specifically for underprivileged populations. There are immense problems of motivation, attitudinal change and up-grading of literacy and job skills which now become research tasks of a new order of complexity and challenge. If major gains are to be made there is no alternative but experimental research to provide a basis for developing methods and of generating data which are specifically relevant to the improvement of the function of the CAA.

The overall problems facing the CAAs can be reduced to:

(1) The development of methods which permit adequate attainment of goals;

(2) Community resistance and social lag based on pre-existing attitudes, conventions and prejudices;

(3) Bureaucratic structure;

(4) Staff training and attitudes.

A major contribution to the effectiveness of the War Against Poverty can be the development of programs to facilitate the acquisition of literacy and job skills. These programs must provide the necessary evaluational superstructure to assure that they can be continuously revised and up-graded. Ultimately, there should be a network of programmed materials which will provide an opportunity to obtain a high-school equivalency diploma and a wide variety of marketable job skills. (See Appendix G-1,"Statement to Senate Committee on Labor and Public Welfare" for a more detailed expression of this position.)

The development of the tools for up-grading large masses of the population is a complex and costly task. It should go on concomitantly with the second major task which involves the evolution of methods of community penetration and evaluation. Such mass institutions as schools, reformatories and welfare agencies can expand the use of new methods to the population at large.

The third and fourth areas of discussion, the problems of administrative structure and staff, selection and training, are viewed as ongoing problems. Additional research should include an intensive and formal analysis of CAAs and should examine the structure, function and objectives of CAAs in greater depth, and make such recommendations as may derive from the research.

GHETTO EUPHEMISMS AND ADULT PRODUCTIVITY

The inability of large numbers of individuals living in the ghetto to adapt adequately to modern societal requirements has made the inadequacies of the urban and rural slum evident to everyone with a serious interest in the problem. The requirement to upgrade the home, community and school environments of the ghetto inhabitant is probably the basic social challenge of our time. Understandably, a number of concepts have been borrowed from other areas and have embedded themselves in the language of the poverty program. Some of these terms have confused the problem considerably. For example, in medicine an individual who develops polio and loses the functional capability of a particular limb goes through a series of exercises and therapy to "rehabilitate" the limb function. In this case there was at one time a functioning limb which, through disease, ceased to function adequately. Rehabilitation represents a process of restoration of the previously existing performance level.

However, when the term "rehabilitation" is used in describing processes to upgrade the slum inhabitant, one faces the situation where there has never been a level of functioning adequate to the demands of the society. In this context, the term "rehabilitation" becomes an inaccurate and misleading euphemism which distorts the basic etiology by inferring a requirement to restore a level of function which had in fact never existed.

The poverty war abounds with euphemisms such as "remedial reading", which infers that a problem must be remedied in order to overcome certain limited defects. In fact, the problems of the slum dweller emerge from a life history which is organically interwoven. The fabric of language, tradition, attitudes and self-image combine into an integrated whole which cannot be attacked at the level of simple remediation, but demands that the individual learn to re-perceive both himself and his environment. The individual is not in the process of overcoming or remedying some defect, but must learn how to adapt himself to a social structure different from the one to which he has already, often quite comfortably, adapted.

In addition to rehabilitation and remediation, the concept of "cultural deprivation" is widely used to explain the problems of the ghetto dweller. Here the inference is that the culture of the ghetto is inferior or is lacking certain crucial ingrediants. It has even been suggested that such activities as the opera, theater, literature circle, ballet and other "cultural" involvements would overcome the cultural handicaps and give the "culturally deprived" the adaptive capability which they lack.

Thus the concept of cultural deprivation has given rise to the notion that the superficial cultivated activities of the middle class represent a missing ingredient in the life recipe and by supplying the wrappings of "culture" we can overcome this oversight and arm the ghetto dweller for the good life.

The reality of the situation is that the ghetto dweller tends to be embedded in a culture (in the anthropological sense) which is probably more internally consistent and more fully integrated than the culture of the middle class.

As has been suggested in the first chapter, the community sub-cultural stage is highly attractive and relatively simple: it offers a refuge from the home and the school and often provides both the rationale and the companionship necessary for its own perpetuation. The problem is not that the community sub-culture is undesirable to the member of the ghetto slum. Rather, the handicaps in terms of income, responsibility, and overall life stability represent a cost so high that many poor persons can be motivated to abandon the advantages provided by tight cultural integration in order to obtain greater economic and social benefits from the society.

In these terms, then, "cultural deprivation" represents a euphemism which tends to belie the greater emotional and life satisfactions which are often present for members of the ghetto community.

These euphemisms tend to simplify and distort. The very fact that such euphemisms have such a high communication value has resulted in a tendency to popularize and oversimplify the problems of the poor. These euphemisms suggest that the problem is to restore the individual to a previously existing level of function, or to remedy some slight skill handicap. It is assumed that the "culturally deprived" need to master the jargon and learn the appreciation of certain limited middle class activities largely related to manners and entertainment: they would have the capability to compete if they could just be rehabilitated, remediated and culturally enriched.

This euphemistic approach to the problem of the poor is a seductive conceptual trap. It suggests that major societal problems are able to be overcome through the use of trivial techniques, when in fact, the problems of the poor result from perceptions, attitudes and skills which are firmly embedded from infancy through adulthood.

It must be appreciated that it is at least as difficult for a member of the ghetto to adjust to the middle class as it would be for a member of the middle class to adjust to the ghetto. The ghetto inhabitant is not behind the middle class in the race for personal and economic survival. He has not even been competing on the same track.

FINAL SUMMARY AND CONCLUSIONS

The basic assumption underlying this study was that a structured learning situation could be considered as its own micro-society which by necessity developed various social interrelationships, a social hierarchy, and goals and sub-goals consistent with the needs of its members. Thus, the learning situation, considered as a life-simulator, offered opportunities to teach functional illiterates not only how to read, but how to reach goals and become upwardly mobile in a complex environment which offered opportunities for success and also required the assumption of responsibility. It was designed to link upward mobility to progress in the development of literacy skills. As literacy trainees demonstrated increasing mastery of the printed word, their responsibility to train other members of the micro-society increased. As initially planned, various types and combinations of incentives were to be employed to fix on a "most efficient" system of producing literacy skills in terms of time, money, drop-out rate and continued trainee involvement.

On completion of the training, a certain proportion of class members were to act as Literacy Instructors for their own groups. Thus, the system was designed to develop (1) literacy skills, (2) the sub-professional job skill of Literacy Instructor, (3) an expanding pool of trained personnel who could be used in a mass attack on functional illiteracy and (4) an interest in and opportunity to move on to teacher training for those who found the Literacy Instructor work satisfying.

This project was set up on a joint basis with the United Planning Organization (UPO). UPO had as its major tasks (1) the screening and selection of literacy trainees and (2) organizing administrative procedures which were compatible with the experimental treatments related to the different incentives. However, sufficient trainees from the drop-out population were not made available, and the incentives were not provided as planned. Arrangements were then made with the Department of Corrections of the District of Columbia to provide inmates as subjects. While most of the trainees were thus provided there were also three urban Literacy Centers established in Washington, D. C.

The costs associated with urban literacy training amounted to 80% of the total, although only 15% of the literacy trainees were recruited from an urban setting. The literacy gain scores on the Stanford Achievement Test strongly favored the inmates over the urban dropouts. The mean literacy gain of the prison sample was over three times that of the urban sample as measured in grade years on the SAT. Both groups showed gains in IQ on the Lorge-Thorndike Intelligence Test. The mean gain for all subjects was nearly 5 IQ points.

The Lorton inmate program functioned quite well. Ultimately most of the literacy instruction was performed by literacy trainees. The opportunity to participate in a dynamic learning situation which provided responsibility and opportunity based on progress provided a situation which successfully maintained inmate involvement.

Various problems related to the structure of Community Action Agencies and attitudes towards literacy have been discussed. These centered around the fact that literacy training has a long-range relationship to job skills and life adjustment and the agencies tend to be most concerned with immediate problems.

The conclusions reached from this project may be briefly stated:

1. Community Action Agencies which involve themselves in literacy projects must support the literacy development activities through policy directives, staff training, public relations, and administrative procedures both within and outside the agency, and must integrate the literacy training into the remainder of their programs if the instruction is to be successful.

2. Reformatories and similar institutions can be adapted to train inmates in situations where upward social mobility in the learning situation is linked to skill development. Where such training systems are successfully employed, learner achievement levels will probably be at least comparable to those attained in a community setting at a much lower cost per trainee.

3. The proper use of learning situations involving upward social mobility based on skill development will probably function as a cost-free incentive system within institutions. Such systems should be evaluated in terms of ability to (1) maintain inmate attendance, (2) reduce disciplinary problems and recidivism and (3) effect employability, job stability and earnings.

4. The development of the paraprofessional Literacy Instructor through urban Literacy Centers would provide a new and important subprofessional job category if successful. Large scale training of Literacy Instructors could have a substantive impact on the national literacy level by producing large numbers of personnel who could teach literacy without great financial outlay.

   The completion of this project as initially designed was, and is, feasible under conditions where literacy trainees are supplied and minor public relations and administrative problems solved. The potential benefits of such a project are so substantial that they should be tested under conditions where suitable support and resources are available.

Bibliography

1. Abrahamson, Stephen. "Our Status System and Scholastic Rewards." Journal of Educational Sociology, 25 (1952), 441-50.

2. Baldwin, Alfred L. "Socialization and the Parent-Child Relationship." Child Development, 19 (1948), 127-36.

3. Balow, Bruce. "The Long-Term Effect of Remedial Reading Instruction." Reading Teacher 18: 581-86; April 1965.

4. Bandura, Albert, and Walters, Richard H. Social Learning and Personality Development. New York: Holt, Rinehart and Winston, 1963. 329 pp.

5. Bloomer, R.H. "An Approach to the Teaching of Reading". (An address to the Buffalo invitational conference on the Progressive Choice Reading Program, May, 1961.) Copies available from State University College of Education, Geneseo, New York.

6. Bonney, Merl E. "Personality Traits of Socially Successful and Socially Unsuccessful Children." Journal of Educational Psychology, 34 (1943a) 449-72.

7. Brembeck, Cole S. Social Foundations of Education. New York: John Wiley & Sons, Inc., 1966.

8. Brice, Edward W. "Illiteracy in a Changing America." U. S. Department of Health, Education and Welfare. Office of Education Publication OE-13605, 1959.

9. Buros, Oscar K., ed. The Sixth Mental Measurements Yearbook. New Brunswick, N. J.: Gryphon Press, 1965.

10. Cooper, C.H. "Comparative Study of Delinquents and Non-Delinquents." Psychological Service Center Journal. 1960, X, 117-194.

11. Culler, Elmer, and Edward Girden. "The Learning Curve in Relation to Other Psychometric Functions." American Journal of Psychology, 64 (1951), 327-49.

12. Davis, Allison. "Socialization and Adolescent Personality." In Nelson B. Henry, ed. Adolescence. Yearbook of the National Society for the Study of Education, Vol. 43, Part 1. Chicago: University of Chicago Press, 1944, pp. 198-216.

13. Davis, Allison, and Robert J. Havighurst. Father of the Man. Boston: Houghton Mifflin, 1947.

Bibliography
(Cont.)

14. Davy, Ruth A. "An Experimental Method of Teaching to Severely Retarded Children." Unpublished Master of Arts Thesis, University of Maryland, 1961.

_____. "Adaptation of the Progressive Choice Method for Teaching Reading to Retarded Children." American Journal of Mental Deficiencies, 67, 2, September, 1962.

15. de Charms, Richard, and others. "Behavioral Correlates of Directly and Indirectly Measured Achievement Motivation." In D.C. McClelland, ed. Studies in Motivation. Princeton: Van Nostrand, 1953, pp. 414-23.

16. Design for Community Action. Bureau of Labor Standards, U.S. Department of Labor, Government Printing Office, Bulletin No. 248, 1962, p. 5.

17. Dillon, H.J. Early School Leavers--a Major Educational Problem. New York: National Child Labor Committee, 1949.

18. Dynes, Russell R., and others. "Level of Occupational Aspiration: Some Aspects of Family Experience as a Variable." American Sociological Review, 21 (1956), 212-15.

19. Ferdinand, Theodore N. "An Evaluation of Milieu Therapy and Vocational Training as Methods for the Rehabilitation of Youthful Offenders." Journal of Criminal Law, Criminology and Police Science 53: 49-54; March 1962.

20. Ferster, Charles B., and B.F. Skinner. Schedules of Reinforcement. New York: Appleton-Century-Crofts, 1957.

21. Flanders, Ned A. "Personal-Social Anxiety as a Factor in Experimental Learning Situations." Journal of Educational Research, 45 (1951), 110-13.

22. Gault, R.H. "Preventives of Delinquency." Journal of Educational Psychology, 1914, V. 32-36.

23. Glueck, E. "Mental Retardation and Juvenile Delinquency". Mental Hygiene, 1935, 19, pp. 549-572.

24. Glueck, S. and E. Delinquents in the Making, New York: Harper & Brothers, 1952.

25. Glueck, S. and E. Unraveling Juvenile Delinquency, Cambridge, Mass: Harvard University Press, 1950.

Bibliography
(Cont.)

26. Gordon, Edmund W. and Doxey A. Wilkerson. Compensatory Education for the Disadvantaged. New York: College Entrance Examination Board, 1966.

27. Graubard, Paul S. "The Extent of Academic Retardation in a Residential Treatment Center." Journal of Educational Research 58: 78-80; October 1964.

28. Graves, Marian F., and Peagler, Owen F. The Use of Extensive and Intensive Counseling with a Group of Junior High School Pupils from Low Socio-Economic or Culturally Different Backgrounds. A demonstration research project. White Plaines, N.W.: the Public Schools, July 1961. (Ditto)

29. Grossman, Herbert, Teaching the Emotionally Disturbed. New York: Holt, Rinehart and Winston, Inc., 1965.

30. Havighurst, Robert J., and Douglas M. More. "Recommended Objectives in Personal Development and Social Maturation." In Supplement to "Elementary School Objectives." Princeton: Educational Testing Service, 1953, pp. 84-102.

31. Havighurst, Robert J., and Hilda Taba. Adolescent Character and Personality. New York: Wiley, 1949.

32. Healy, W. and Bronner, A. New Light on Delinquency and Its Treatment. New Haven: Yale University Press, 1936, p. 75.

33. Hess, Robert D., and Irene Goldblatt. "The Status of Adolescents in American Society: A Problem in Social Identity." Child Development, 28 (1957), pp. 459-68.

34. Hilgard, E.R. Theories of Learning. New York: Appleton-Century-Crofts, 1956.

35. Kansas City Public Schools. Progress Report Number Three: Work-Study Program. Kansas City Mo.: the Public Schools, July 1964. 54 pp. (Mimeo.)

36. Kvareceus, W. C. Juvenile Delinquency and the School. Yonkers, N. Y.: World Book Company, 1945, pp. 122-123.

37. Longstreth, Langdon E; Shanley, Fred J; and Rice, Roger E. "Experimental Evaluation of a High-School Program for Potential Dropouts." Journal of Educational Psychology 55: 228-36; August, 1964.

Bibliography
(Cont.)

38. Lovell, K.; Shapton, D.; and Warren, N.S. "A Study of Some Cognitive and Other Disabilities in Backward Readers of Average Intelligence as Assessed by a Non-Verbal Test." British Journal of Educational Psychology 34: 58-64; February 1964.

39. Lucas, J.D. "The Interactive Effects of Anxiety, Failure, and Interserial Duplication." American Journal of Psychology, 65 (1952), pp. 59-66.

40. Maller, J. "Juvenile Delinquency in New York City", Journal of Psychology, 1937, pp. 3, 1-25.

41. Mead, Margaret. The School in American Culture. Cambridge: Harvard Univ. Press, 1951.

42. Merrill, M.A. "Mental Differences Among Juvenile Delinquents." Journal on Delinquency, 1926, X, 312-323.

43. Miner, J.B. Deficiency and Delinquency, Educational Psychology Monographs, No. 21. Baltimore: Warwick & York, 1918. Pp. xiv, 355.

44. Mischel, Walter. "Preference for Delayed Reinforcement: An Experimental Study of a Cultural Observation." Journal of Abnormal And Social Psychology, 56 (1958), 57-61.

45. Money, John, Disabled Reader. Baltimore: John Hopkins University Press, 1966.

46. National Education Association, American Association of School Administrators and Research Division. School Programs for the Disadvantaged. Educational Research Service Circular No. 1, 1965. Washington, D.C.: the Association, January 1965, 79 pp.

47. Patrick, James R. "Studies in Rational Behavior and Emotional Excitement. II. The Effect of Emotional Excitement on Rational Behavior in Human Subjects." Journal of Comparative Psychology, 18 (1934), 153-95.

48. Psathas, George. "Ethnicity, Social Class, and Adolescent Independence from Parental Control." American Sociological Review, 22 (1957), 415-23.

49. Rabinovitch, Ralph D., and others. "A Research Approach to Reading Retardation." Neurology and Psychiatry in Childhood. (Edited by Rustin McIntosh and Clarence C. Hare.) Baltimore: Williams & Wilkins Co., 1954. pp. 363-96.

Bibliography
(Cont.)

50. Riesman, David. The Lonely Crowd. New Haven: Yale Univ. Press, 1950.

________. "Teachers Amid Changing Expectations." Harvard Educational Review, 24 (1954), 106-07.

51. Riessman, Frank. "The Culturally Deprived Child: A New View," Programs for the Educationally Disadvantaged. U.S. Department of Health, Education, and Welfare, Office of Education Bulletin 1963, No. 17. Washington, D.C.: Government Printing Office, 1963. pp. 3-10.

52. Rosen, Bernard C., and Roy d'Andrade. "The Psychosocial Origins of Achievement Motivation." Sociometry, 22 (1959), 185-218.

53. Russell, David H., and Fea, Henry R. "Research on Teaching Reading." Handbook of Research on Teaching. (Edited by N.L. Gage.) Chicago: Rand McNally & Co., 1963. pp. 865-928.

54. Sears, Pauline S. "Levels of Aspiration in Academically Successful and Unsuccessful Children." Journal of Abnormal and Social Psychology, 35 (1940), 498-536.

55. Sewel, William H.; Haller, Archie O.; and Straus, Murray A. "Social Status and Educational and Occupational Aspiration." American Sociological Review 22: 67-73; February, 1957.

56. Shaw, C.R. Brothers In Crime. Chicago: University of Chicago Press, 1938.

57. Shaw, C.R. Delinquency Areas, Chicago: University of Chicago Press, 1929.

58. Shaw, C.R. The Jack-Roller, Chicago: University of Chicago Press, 1930.

59. Sheerer, Elizabeth, "An Analysis of the Relationship Between Acceptance of the Respect for the Self and Acceptance of and Respect for Others in Ten Counseling Cases." Journal of Consulting Psychology, 13 (1949), 169-75.

60. Shimota, Helen E. "Reading Skills in Emotionally Disturbed, Institutionalized Adolescents." Journal of Educational Research 58: 106-11; November 1964.

61. Shulman, H.M. Slums of New York. New York: Bonie Brothers, 1938, p. 107.

Bibliography
(Cont.)

62. Skinner, B.F. Science and Human Behavior. New York: Macmillan, 1953.

_________. "The Science of Learning and the Art of Teaching." Harvard Educational Review, 25 (1954), 86-97.

63. Slawson, J. The Delinquent Boy. Boston: Badger, 1926, Pp. viii, 477.

64. Steiner, Ivan D. "Self-Perception and Goal-Setting Behavior." Journal of Personality, 25 (1957), 344-55.

65. Taba, Hilda, School Culture. Washington, D.C.: American Council on Education, 1955a.

66. Terman, L.M. "Research on the Diagnosis of Pre-Delinquent Tendencies", Journal on Delinquency. 1925, p. 6.

67. Terrell, Glen, Jr., and others. "Social Class and the Nature of the Incentive in Discrimination Learning." Journal of Abnormal and Social Psychology, 59 (1959), 270-72.

68. Torrance Paul and Robert D. Strom, Ed., Mental Health and Achievement. New York: John Wiley & Sons, Inc., 1965.

69. Washburn, Wilbur C. "Patterns of Self Concepts Related to Problems of Neurosis and Delinquency in Adolescents." Exceptional Children 29: 341-47; March 1963.

70. Wechsler, D. Measurement of Adult Intelligence. Baltimore: Williams & Wilkins, 1944, p. 53.

71. Westby-Gibson, Dorothy, Social Perspectives on Education. New York: John Wiley & Sons, Inc., 1965.

72. White, Robert W. "Motivation Reconsidered: The Concept of Competence." Psychological Review, 66 (1959), 297-333.

73. Woolman, Myron, "Cultural Asynchrony and Contingency in Learning Disorders," Learning Disorders, Volume I. Seattle: Special Child Publications, 1965.

74. _________. Essentials of Psychological Testing. New York: Harper, 1960.

APPENDIX A-1

The Literacy Instructor

A VITAL NEW JOB AREA

(A Feasibility Study)

THE INSTITUTE OF EDUCATIONAL RESEARCH, INC.
2226 WISCONSIN AVENUE, N. W.
WASHINGTON, D. C. 20007

MYRON WOOLMAN
DIRECTOR

333-1505

The Literacy Instructor

A VITAL NEW JOB AREA

(A Feasibility Study)

The school dropout does not simply happen; a decision must be made by each dropout separately; the dropout decision is usually based on one or more of the following:

1. intra-familial, peer-group and general social pressures to produce some income.
2. conviction of personal inadequacy in the school setting.
3. failure to discern functional relationships between academic instruction and adult life requirements.
4. peer-group, family, and other social pressures weighted in the direction of dropping school-boy status.

The data on hand indicate that many dropouts have the potential to make important contributions to our society (references available if required). However, after dropping out of school, and discovering that they are unable to compete on the job market, their lives lack not only purpose and direction, but they are also usually without means, opportunity and/or desire to return to school. They are deficient in the primary academic tools necessary for employment, and lack a clear avenue of access to attain the skills on which their adult futures depend.

This proposal is directed to providing a means by which many dropouts will be able to join the main current of the society, to make a useful contribution to the society and to prepare themselves for productive and useful work as an adult by (1) improving their reading skills and (2) learning to improve the literacy skill of others.

On the basis of methods now available to UPO, it now appears very feasible to develop, from within the adolescent dropout population itself, a hard core of instructors in literacy. These instructors could, in turn, operate as an important community resource for improving the literacy level of other dropouts as well as of adult functional illiterates and could help in efforts now underway to better prepare culturally-deprived pre-school children for their entrance into elementary school.

Heretofore, it has usually been assumed that literacy instruction necessarily requires certified and fully qualified teachers over extended periods of time. This does not appear to be the case when The Accelerated Progressive Choice (APC) Reading Program is used as the training method. (Pitts-Payne, 1964, Schwartz, 1964, Woolman & Davy, 1963, Woolman, 1964.) The adaptation of this method to adolescent dropouts was supported by the President's Committee for Juvenile Delinquency and Youth Crime and pilot tested in Washington, D. C., New York City, Boston, and other communities. (Woolman, 1964.)

This proposal has three primary functions:

1. To test The Accelerated Progressive Choice Reading Program as a tool for widespread use for the increase of literacy achievement levels.

2. To obtain a standard condition of training which facilitates the development of literacy skills.

3. To obtain estimates of the effects of The APC Reading Program on non-reading activities including both social behaviors and attitudes.

The overall objective of the study is to evaluate The APC Reading Program to determine whether The APC Reading Program is a viable system of literacy skill development and if so, under which conditions can literacy training be given with least cost in time, money, and expenditure of man power.

The Operational Context Approach:

The underlying technique was first used in a mass training situation in the training of B-47 pilots, (Woolman, 1955) and then modified for Army use so that men without instructional experience could be used to train Nike missile operators; the method, termed Operational Context Training was officially adopted for use in all Nike Ajax and Hercules missile systems in 1957. (Woolman, 1960.) The Operational Context Training method is also in operation at Vandenberg AFB where it is used for training men to operate and maintain the General Electric Range Safety Instrumentation System at Point Arguello, California and by the Bell Telephone System, which uses a modified version of this approach to provide training in Basic Electricity in the absence of both trained instructors and special school facilities. (Holt & Valentine, 1962, Woolman, 1962.) This method provides an economical and efficient method of training individuals to learn and then instruct on jobs in the "operational context".

In the literacy-training area it has been used to provide literacy skills to school dropouts in the absence of trained instructors at Washington Action for Youth, Mobilization for Youth, Action for Boston Community Development, Job Opportunities for Youth, The Police Athletic League, and in other cities on the East Coast. The instructional staff develops its instructional techniques directly from The Accelerated Progressive Choice Reading Program with the support of IER personnel; the instructors in these programs usually lack prior instructional experience. On the basis of the extensive employment of the "Operational Context" Method, it is now both logical and feasible to asses its value for the development of literacy skills as we can, if this approach is successful, deal with the epidemic of illiteracy with available personnel and perhaps use personnel developed in the program itself as a new educational force for helping to eradicate illiteracy in others.

Job Description of the Literacy Instructor:

The Literacy Instructor must be able to:

1. read, understand and follow the procedures and techniques provided by The Accelerated Progressive Choice Reading Program;
2. guide, direct and evaluate the performance of those undergoing the literacy training;
3. assure that his students maintain an adequate rate of progress while meeting the standards provided by The APC Program; and
4. show a capability to maintain order and to care for the materials and property for which he is responsible.

Ultimately he should:

1. recruit community members to participate in the reading-skill-development and/or instructor-preparation aspects of the program; and
2. obtain space and facilities from organizations and individuals in his own community to expand the program.

It is anticipated that success in this program would stimulate many of these young people to seek broader careers in the field of education by providing both the opportunity for self-development and for discovery of the satisfactions found in the teaching profession.

The Progressive Choice Reading Approach:

The materials are designed to increase the reading level of students, ranging in age from about 12 years through young adulthood, who read below the fourth grade level.

Woolman materials appear especially promising for the following reasons: (1) they meet the criteria recommended by the special Task Force of United States Office of Education, (2) the content of the stories is determined by a rationale designed to change attitudes of the learners, and (3) other basic skills and vocational training materials are being developed to coordinate with this basic reading program. Preliminary tryouts of the materials with several different groups of students have been encouraging.

Woolman adopts a linguistic approach to reading. His Progressive Choice Reading Method is designed to develop those perceptual skills necessary to extract meaning from printed words that are already known in speech. There are several distinctive features about the Progressive Choice Reading Method Program. Four of the major features are described by Woolman as follows:

> Response Activation
>
> > There will be a requirement for high rates of response as learning rate is largely a function of the activity of the learner.
>
> Evidence of Achievement
>
> > These children must perceive themselves as affective members of their own society.... Here we are concerned with convincing evidence of achievement earned by effort and success.

> The (lessons) will be designed to provide clear-cut goals, indisputable evidence of goal attainment, and responsibilities, as well as privileges, as a consequence of goal attainment....

Frustration Tolerance

> The learner will be provided with learning tasks designed to produce increasing rates of response in the face of frustration, conflict, and uncertainty. This is of particular importance as the opportunity to achieve beyond the levels of their present limited environment requires an ability to maintain high response rates in the face of trying and difficult situations.

General Language Reservoir

> Finally, we are concerned with sharply increasing the verbal reservoir so that subjects can comprehend printed materials at various levels of abstraction, with sufficient precision to understand the intent of the writer.... The subjects must understand, as fully as possible, language beyond the limits imposed by regions, color, or familial pattern.

Two principles of learning that particularly distinguish the Progressive Choice Reading Method are discrimination and invariance. The principle of discrimination states that any new learning factor (e.g., form of a letter) should be as highly discriminable as possible from previously learned factors. The principle of invariance states that after one learning factor (form of a letter) has been taught, then only one characteristic (e.g., its most useful sound) is taught at a time.

The combination of these principles and their application to the teaching of reading in the Progressive Choice Reading Method result in the following important characteristics.

1. Beginning readers are introduced to new letters in an order that is designed to make each letter as distinct as possible from the letter presented before it. Capital letters are presented initially, and discrimination is determined by line form. The letters are described in terms of straight and curved lines and classified accordingly as (a) angular -- all straight lines, (b) curved -- all curved lines, or (c) mixed -- straight and curved lines. The first letter presented is angular (M), the second is curved (O), the third is mixed (P), and so on.

2. During the initial part of the program, symbol-sound combinations are completely consistent. Beginning readers are introduced to (a) only one form of each letter -- they learn only capital letters at first, (b) only one sound for each letter -- its most useful sound, and (c) only one letter for each sound.

The Progressive Choice Reading Method Program is divided into three major cycles according to simplicity and consistency of sound-symbol combinations to be learned. The cycles are outlined below:

Cycle I:	Learning emphasizes words that contain phonetically consistent letters
Cycle II:	Learning emphasizes words that contain vowel or consonant compounds
Cycle III:	Learning emphasizes words that contain varying sounds for given letters and different letters for given sounds

Each cycle is divided into segments. For example, the first segment in Cycle I introduces the letter M, O, and P. Mastery of this segment means that the subject has learned to read and write all the words that can be formed by these letters: MOM, POP, MOP.

The second segment consists of T and S. Mastery of this segment means that the subject has learned to read and write al the words that can be formed by all of the letters he has learned: TOM, TOP, POT, TOT AND STOP, SPOT, POPS, MOPS, and so on. Two or three letters are presented in each segment until all the letters of the alphabet have been learned except for the letter Q. The number of words the subject can read and write increases at an accelerating rate with the acquisition of each new letter.

The activities in each segment are divided into five levels of increasing complexity. Individual levels are planned so that a subject is initially presented with a very simple learning task, and as he demonstrates that he has mastered the task, he is presented with a more complex task. With each new task, the newly mastered information is thoroughly integrated with information mastered in previous levels.

The five levels of complexity are outlined by Woolman below:

> Audial Meaning Level:
>
> > Words which the learner must ultimately read in a given segment are used in spoken form and the learner must demonstrate understanding (content of usage) of each of these goal words.
>
> Discrimination Level:
>
> > The learner must show that he can discriminate the characteristic features of each new learning element among dissimilar and similar alternatives using matching and printing responses.
>
> Identification Level:
>
> > The learner must demonstrate that he can "label" (give the relevant sound for)each new learning element by printing and/or sounding responses.

Compounding Level:

> The learner must demonstrate that he can blend sounds when shown printed letter compounds and vice versa.

Visual Meaning Level:

> The learner must demonstrate, by printing and sounding, mastery of meaningful printed information. He must demonstrate that he can get the same meaning from speech and visual modes interchangeably for the goal words.

As students acquire vocabulary, they read stories using only the words they have learned to read. The content of the stories is crucial to the Progressive Choice Reading Method Program and the author's rationale and description of the content is presented below.

> A primary initial requirement of this project is to produce a high rate of response. It will be assumed that the subjects will appear lethargic and relatively inert at the outset. These outward manifestations are seen as masking a relatively active fantasy life in which they obtain the material possessions, responsibilities and status which are in fact denied by their life circumstances. These 'dreams of glory' will be the target of the initial inputs and our first effort will be to transform these covert activities into energies for overt responses.
>
> The transformation programs will possess the following characteristics:
>
> The Goal:
>
> > A hero or heroine with whom subjects can identify; a poor slum city dweller in extremely limited circumstances who has a goal which appears unachievable.

The Obstacles:

Lack of money, misunderstanding, time, circumstances, family, position, the law.

The Effort Made to Overcome Obstacles:

Specification of actions taken to overcome obstacles shown...above (performing extra work, resolution by discussion and explanation, awareness of unfairness by authority, unexpected support by others, assistance from a stranger, reconsideration of problem, substitution of sub-goals, persuasion of group members, unexpected support).

Goal Achievement:

Detailing of actual attainment of the initial goal or some aspect of the goal.

The Birth of New Goals:

The awareness that once the prize has been obtained that it sets up new goals. Goal achievement thus always becomes a signal for the emergence of new goals but now the hero or heroine knows that effort can produce rewards. Response is a prerequisite for success; failure in the process of goal attainment is merely a signal demanding the development of a new and better plan.

At the outset, stories will be constructed using culturally familiar terms; emphasis will be given to the values, needs and intersts which already exist in the delinquent community. Thus, we begin with goals and situations which are identificable and understandable in terms of the existing world in which these children live. The bridge is initially anchored on their side of the water. At later stages, as skills increase, vocabulary

> expands and confidence grows, the program gradually shifts in both attitude and content to provide a more useful language reservoir and increased awareness of the behavioral boundaries by the non-delinquenogenic community."

The Teacher's Manual is completely coordinated with the student materials, and it details specific objectives for each lesson, how to achieve the objectives, and how to determine student mastery.

The Objectives:

The evidence now available indicate that The Accelerated Progressive Choice (APC) Reading Program can probably help many adolescents and adults improve their literacy skill level in a relatively short period of time. See An Evaluation of The Accelerated Progressive Choice Reading Program and The Effectiveness of Programmed Instruction. The present study is directed to developing a standard method of training which, if successful, can be used for developing literacy skills rapidly and economically in many communities. The first two objectives of this research are:

1. To test The APC Reading Program to obtain an estimate of its value for improving literacy skills for trainees who complete it correctly.

2. To develop a standard literacy training system which:

    (a) minimizes time and cost required to develop literacy skills.
    (b) may be set up in a standard fashion in a large number of communities.

A second feature of The APC Reading Program is the fact that ratings by counselors, observations by various staff members, and subjective reports by the trainees themselves assert that the program effects the attitudes of the subjects in that they become highly motivated, give the appearance of greater self confidence, become more involved in reading and use of language etc. A third objective of this test is to determine whether these attitudinal changes do occur, and if so, whether they are related to certain intrinsic features of The APC Reading Program design. This aspect of the study could be of substantial importance; for, if the attitudinal shifts do occur, and we can isolate the determinants, then it would be a simple matter to incorporate similar motivational features in many other training areas supported by OEO.

The job skill objective:

A fourth objective of this project is to determine whether APC Reading Program trainees can function effectively as instructors in the program during and following their training. The immense number of functional illiterates, and the vital importance of literacy skills combine to make the "Literacy Instructor" a vital new job area. If The APC Reading Program trainees can in turn be useful as Literacy Instructors, we can sharply increase our manpower resources for attacking the literacy problem while developing a new sub-professional job category which in itself could become the lowest rung of a career ladder in the area of education, rehabilitation, and/or vocational training.

A fifth objective of the study is to determine whether a pro-rated payment of money for the time spent performing instructor duties while learning will significantly effect the rate of literacy development and/or changes in attitudes.

The Assumptions:

The APC Reading Program has already been shown to produce improvements in reading skills for dropouts in several pilot studies. These results were obtained in situations in which little control was exercised over such factors as attendance of students, training of instructors, and degree of adherence to the method. In the present study, these factors will be the responsibility of the Institute of Educational Research. In addition to providing greater control over the correct use of The APC Reading Program, this study will evaluate the importance of certain vital assumptions underlying the design of The APC Reading Program; the assumptions are:

The APC Reading Program Assumption:

The APC Reading Program is designed to produce a minimum sixth grade reading level for all trainees who complete it in accordance with the required procedures.

Tests of this Assumption:

1. If it is assumed that this specification has been met, then the mean performance level of those trainees who complete The APC Reading Program will be at/or above the sixth grade level regardless of the conditions of training.

2. The major differences between method groups in this study will involve:

   (a) differences in the proportions of trainees who complete.
   (b) differences in attitudes of trainees.

Intrinsic Motivational Assumption:

The APC Reading Program is designed to produce involvement of dropout trainees through:

1. The use of content information consistent with the needs, interests and values of the subjects;

2. The use of a cumulative buildup of capability (one element being learned at a time) to insure a pattern of success supported by self-evident proof of increasing proficiency; and

3. A pattern of item organization which fluctuates in level of difficulty in such a manner as to sustain learner satisfactions and involvement over extended periods of time.

Testing of this Assumption:

On the basis of this assumption it should be possible:

(1) to sustain substantial learner involvement in The APC Reading Program in the absence of motivational devices extrinsic to the program.

(2) to sustain student involvement in literacy instruction over extended time periods of as much as six hours per day.

The Upward Mobility Assumption:

The dropout trainee is assumed to have deep frustrations related to his inability to attain clear cut responsibilities and authority. The APC Reading Program capitalizes on this need by providing opportunities for each trainee to instruct and evaluate others based on progress in the program and satisfactory performance in these instructional sub-tasks. Thus, responsibility and authority are bonded to increasing proficiency; as his proficiency increases, the trainee's responsibilities for the performance of others continues to grow throughout the training. Thus, The APC Reading Program offers each trainee his opportunity to become upwardly mobile. This feature of the program offers the practical advantage of progressively increasing the available instructional forces within the training context as more and more trainees become eligible to operate as sub-instructors. It is assumed that the Upward Mobility feature of The APC Reading Program will offer deep personal satisfactions to many of the trainees and (1) add to their involvement in the literacy training program; and (2) have a positive effect on other attidues and behaviors.

Tests of this Assumption:

1. A higher proportion of trainees given The APC Reading Program under conditions of Upward Mobility will tend to complete the program than will occur when The APC Reading Program is given alone.
2. Attitudes and behaviors related to self evaluation and future aspirations will be positively related to the amount of upward mobility attained.

The Financial Incentive Assumptions:

Most dropouts in the literacy program are assumed to have intense involvement in increasing personal and/or family income. To the extent that this literacy training program increases or promises to increase income, it will sustain involvement in the literacy program. To the extent that the literacy program prevents literacy trainees from obtaining income, it will reduce the degree of involvement in the literacy program.

Test of this Assumption:

1. Trainees who are given financial incentives within The APC Reading Program, will tend to dropout of the program with less frequency than trainees who lack this incentive.

2. Trainees who are in a job training program in addition to the literacy program will tend to dropout of the program with less frequency than trainees who lack the incentives of job training.

3. Trainees in a six hour day literacy program will tend to dropout with less frequency than trainees in a three hour per day program as they will attain their economic incentives more quickly.

The Procedures

Subjects:

Approximately five hundred (500) school dropouts of both sexes, between the ages of 16 and 22, will be used as subjects. All subjects will have reading achievement scores of 5th grade or below on a standard reading test. Subjects will be routinely supplied to IER by the United Planning Organization. However, in the event that too few subjects are supplied to attain the necessary minimum number of experimental subjects in each method, IER will attempt to obtain subjects of similar background independently.

The Instructors:

Instructors used in this program will consist of individuals between 21 and 30 years of age of both sexes who meet the following criteria:

1. A background in a culturally deprived community similar to the one in which training is being given.

2. At least two years of formal schooling beyond the high school level.

3. A deep personal interest in working in the area of literacy development and training in ghetto communities.

4. Proof that they have maintained contact and have retained relationships within ghetto communities.

5. Evidence of sympathy and understanding of conditions in the ghetto accompanied by evidence of having made a personal effort to do something about ghetto conditions.

6. Assertions of a willingness to work under difficult conditions including a signed statement that they will follow the requirements specified by the experimental design; acceptance of this requirement will include the fact that deviations from the experimental procedures will be sufficient cause to be dropped from this project.

The UPO Counselor Assigned to IER:

Five UPO counselors will be oriented to the project. One counselor will be assigned to the project on the basis of his expressed interest, and joint agreement by UPO and IER. One of these UPO counselors will be assigned to this project. His duties will be to counsel trainees with reference to the importance of literacy to their overall employability and life stability. His responsibilities will include (1) understanding of the research, (2) attempting to maintain involvement of trainees who may wish to drop out, (3) recruitment of trainees, (4) test administration and scoring if time is available, etc. The counselor will be directly responsible to the Director of IER who will evaluate his performance on the project.

Space Used:

As The APC Reading Program is designed for use in available space, this project will utilize church, union, YMCA and other community facilities rather than obtain rental facilities, if at all possible. However the project will modify the facility to provide lighting, desk space and a suitable work environment within the limits of the budgetary allocation.

The IER Responsibilities:

1. IER will be responsible to train instructors and insure the quality of their performance throughout the course of the study.

2. All UPO subjects placed into this program will remain in the study until they complete The APC Reading Program, are given the post-test battery, and/or are released back to UPO as having met the sixth grade reading level, or have decided that they wish to drop out of literacy training. This last provision is important as one vital objective of this study is to evaluate each of the training conditions in terms of its effect on the retention of subjects.

3. IER will locate space suited for use in this program and make those changes necessary for making the space functional. The space will, to the extent possible, be donated; costs incurred for space used by students will be limited to maintainance and initial equipment wherever possible.

4. IER will administer the screening test, pre-test and post-test batteries and score the data which is obtained.

5. IER will assign instructors and trainees to methods in accordance with statistical procedures designed to minimize bias in favor of any given training condition.

The Experimental Design

Initial Screening and Classification:

1. All UPO trainees who dropped out of school in 10th grade or below will be given an initial literacy achievement level screening test by IER unless their UPO counselor signs a form (Literacy Level Form) asserting that the trainee's literacy level is sufficiently high as not to provide any barrier to his employability.

2. All UPO trainees who dropped out of school in 11th grade and above will be exempted from the literacy training program unless their counselor's sign The Literacy Level Form asseting that this trainee's literacy level will, in his estimate, provide a barrier to employability.

3. All potential trainees will be given a 20 minute screening test by IER to obtain information as to:

   (a) Initial Reading achievement level and
   (b) Visual and/or hearing defects sufficient to interfere with literacy skill development.

If subjects fail to pass the visual and/or hearing screening test, they will be given an appropriate examination. If corrective glasses are required, they will be supplied; if other equipment such as a hearing aid is necessary, the information from the examination will be supplied to UPO. In any event, only subjects whose vision and auditory acuity are within the normal range, will be entered into the literacy training program.

The Independent Variables:

1. All trainees scoring at sixth grade and below in literacy achievement on the screening test will be given a complete battery of tests by IER.

2. All trainees scoring at 5th grade or below on any reading sub-test will be entered in the literacy training program.

3. Evaluations of attitude and personality will be spaced out over the first two weeks of the literacy program.

4. An alternate form of each of the tests in the battery will be readministered after completion of The APC Reading Program for E trainees and at an equivalent time for C subjects.

The Five Experimental Treatments:

There will be five experimental treatments. The experimental treatments will involve changes in (1) amount of time per day in literacy training, and/or (2) changes in the characteristics of The APC Reading Program:

1. Treatment A (Controls):

   The Control treatment will consist of subjects who have comparable backgrounds and reading achievement levels with the Experimental subjects. These trainees (assigned randomly to the C group) will (1) have no literacy training; and (2) be given job training and other assignments by their UPO counselors without knowledge by either counselors or trainees that they have been designated as C subjects.

2. Treatment B (Simultaneous Standard APC and Job Training Treatment):

   These subjects will be given paid job training for three hours and literacy training for another three hours of each work day. The literacy program will be presented as an unpaid but integral aspect of the job training program.

3. Treatment C (Successive APC and Job Training Treatment):

   Trainees will be entered into The APC Reading Program for six hours per day and informed that they will enter the UPO Job Training Program only after successful completion of The APC Literacy Program.

4. Treatment D (Simultaneous Limited APC and Job Training Treatment):

   Trainees will be given three hours of UPO Job Training and three hours of The APC Reading Program per day. However The APC Reading Program will be operated without use of standard mobility characteristics; trainees will obtain neither responsibility nor authority over others and will work on an individual student basis.

5. Treatment E (Successive APC Reading Program plus Incentive Treatment):

Trainees will be entered into The APC Reading Program for six hours per day and informed that they will enter the Job Training Program and/or may be made into full time Literacy Instructors on completion of The APC Reading Program. During training they will be paid at the rate of 40¢ per hour after completion of Cycle I, at the rate of 75¢ per hour after completion of Cycle II and at the rate of $1.25 per hour for any full time instruction performed after completion of Cycle III. (Payments to be made by UPO.

Expected Outcomes:

The five treatment groups are expected to differ on completion of the study based on differences in reading and achievement scores obtained through administration of the (1) pre- and post-test batteries; and (2) the collateral measures including: (a) attitudinal and behavioral measures (such as tardiness, number of trainees dropping out, violations of program requirements, number of impulsive acts, etc.) and (b) job related measures such as percentage retention in The APC Literacy Program, number of days employed and mean wages earned during the year following completion of The APC Reading Program:

1. All E treatment groups are expected to exceed the C treatment group on data obtained from the Test Batteries and the Collateral Measures.

2. The Successive Treatments (Treatments C and E) will show greater gains on the Collateral Measures than the Simultaneous Treatment groups (Treatments B and D).

3. The Incentive Successive Treatment Group (Treatment D) will show greater gains than any other treatment group on the Collateral Measures.

The expectations sum up to: (1) trainees who complete any E treatment will read at approximately the same level and show gains over the Control Treatment Group and (2) the consequences of the E treatments in terms of attitudes and behaviors will differ markedly and lead to selection of an optimal E Treatment group.

Phasing in of the Conditions:

There will be two locations used in the study. Each of the locations will have two rooms of sufficient size to accommodate 20 trainees and an instructor. In each location, at any given time, there will be the same treatment in the morning and in the afternoon. A different treatment will be given in each location.

1. Treatments will be randomly assigned to training locations with the restriction that no location give any treatment twice in succession.

2. Instructors will be randomly assigned to treatments with the restriction that each instructor will teach each Treatment.

The Standardization Procedures for Each Treatment:

A standard set of procedures will be developed for each of the five Treatment Groups. These standardization procedures are viewed as providing a basic document for use by others in setting up similar programs in other communities once this program has been completed. It should provide, in schematic form, the fundamental and crucial techniques followed under each of the treatment conditions.

1. The randomization training procedure given to the counselors and instructors.

2. The modifications made to The APC Reading Program which were made in Treatment D.

3. The physical conditions under which the training was given and the modifications made to provide The APC Reading Method training.

4. Scheduling procedures and time accounting forms as well as methods of completion, and computation.

5. The instructor duties which were appropriate to each of the treatment conditions.

6. The Evaluation Forms used to insure conformity to each of the training conditions covering both the instructor reaction and IER supervisory forms; methods of evaluating these forms and techniques used to maintain instructor adherance to procedures.

Products of the Study

1. Validation of The APC Reading Program:

   This study will provide evidence as to whether The APC Reading Program has the capability to substantially improve reading skills in dropouts, within 150 hours in the absence of trained instructors and school facilities.

2. OEO Model:

This study is expected to have important implications for all training done by OEO. In the event that the expected gains in literacy level and collateral evaluations occur, the best treatment group may then be used as a model for developing OEO training programs in various other training areas as well.

3. Proliferation of Literacy Training Units:

Each of the experimental conditions will be controlled by a set of standard procedures designed to be taught quickly to others. The most efficient method, in terms of (1) rate of skill development and (2) retention of trainees should then be duplicable in large numbers of communities using the standard procedures developed within the project.

4. Reports:

An interim report will be made at the end of six months and at the end of one year. A final report covering the entire study of The APC Reading Program will be made within six months after training of subjects in each method.

References

Holt, H.O. and Valentine, C.G. An exploratory study of the use of a self-instructional program in basic electricity instruction. Murray Hill, N.J.: Bell Telephone Laboratories, Inc., 1962.

Payne, Frances C. and Pitts, Anne W. The effectiveness of programed instruction. An adaptation of the Progressive Choice Method of teaching reading to educable mentally retarded junior high school pupils. Washington, D.C.: D.C. Public School System, 1964.

Schwarz, E. Terry. An evaluation of the Accelerated Progressive Choice Reading Program. New York: Bank Street College, 1964.

Woolman, M. and Davy, Ruth A. Developing symbolic skills in the mentally retarded. Progress report to the National Institute of Mental Health. Washington, D.C.: Institute of Educational Research, Inc., 1963.

Woolman, M. Evaluating flight performance. Scott AF Base, Ill.: U.S. Air Force, Air Training Command, 1955.

Woolman, M. Evaluations of the Progressive Choice Reading Method. Washington, D.C.: Institute of Educational Research, Inc., 1964.

Woolman, M. On-site training of guided missile operators. Washington, D.C.: Dept. of the Army, Office of Research and Development, 1960.

Woolman, M. Programming for conceptual understanding: A self-instructional program in basic electricity. Murray Hill, N.J.: Bell Telephone Laboratories, Inc., 1962.

APPENDIX A-2

LITERACY INSTRUCTOR
PROJECT IMPLEMENTATION PLAN

THE INSTITUTE OF EDUCATIONAL RESEARCH, INC.
2900 M Street, N. W.
Washington, D. C. 20007

MYRON WOOLMAN
DIRECTOR

333-1505

LITERACY INSTRUCTOR

SEP 14 1965

PROJECT IMPLEMENTATION PLAN

INTRODUCTION

The Literacy Instructor Project was funded to UPO by OEO on March 7, 1965. The Institute of Educational Research, Inc., entered into a Contract with UPO on August 10, 1965, to give literacy training to 500 school dropouts in the District of Columbia whose reading level is below the sixth grade level.

OBJECTIVES

This program is directed to providing a means by which many dropouts will be able to join the main current of our society, to make useful contributions to society and prepare themselves for productive and useful work as adults, by:

(1) improving their reading skills; and
(2) learning to improve the literacy skills of others.

SIGNIFICANCE

To evaluate the Accelerated Progressive Choice Reading Method to determine whether it is a viable system for developing a sub-professional group of "Literacy Instructors" from among the functionally illiterate population itself.

To evaluate the best method or methods of integrating a literacy program into job training programs within CAP.

PROJECTED SCHEDULE OF PROJECT ACTIVITIES FOR THE LITERACY INSTRUCTOR

DATE	CLASSIFICATION
August 10, 1965	1. Initiation of Project 2. Preparation of PIP 3. Recruitment of staff 4. Continue preparation of instructional materials 5. Continue preparation of data analysis.

August 16, 1965	1. Literacy Counselor begins work 2. Recruitment of facilities 3. Establish liaison with UPO 4. Preparation for pre-testing
September 7, 1965	1. Literacy Instructors begin work 2. Orientation and training of Literacy Instructors 3. Initial request of subjects from UPO
September 13, 1965	1. Orientation and training of UPO staff and counselors
September 20, 1965	1. Pre-testing
September 22, 1965	1. Begin literacy training according to PIP 2. Begin analysis of pre-test data
September 23, 1965	1. Begin classroom observations
October 8, 1965	1. Interim tests for trainees in Treatments C and E, if any
October 27, 1965	1. Post-testing of trainees in Treatments C and E, if any 2. Interim testing of trainees in Treatments B and D, if any
November 1, 1965	1. Begin 2d group of training classes providing that either Treatment C or E has been completed (testing and instruction will proceed as above with successive groups of trainees). 2. Begin analysis of post-test data
December 1, 1965	1. Post-testing of Treatments B and D, if any, (testing and instruction will proceed as above with successive groups of trainees).
February 26, 1966	1. Begin preparation of final report
March 6, 1966	1. End of 1st phase of Project

STAFF REQUIREMENTS

The following personnel will be directly concerned with the Literacy Instructor Project:

1 Project Director (Principal Investigator)
1 Program Supervisor (Project Director)
1 Assistant Project Director
1 Literacy Counselor
4 Literacy Instructors
Clerical and other employees

PROJECT PLANNING

1. Production Department will assure that sufficient quantities of all workbooks and manuals are available when needed.
2. Operational Procedures for data collection, including kind and quantity of information to be gathered will be issued by chief data analyst.
3. Coordination between IER and UPO will be by the Project Director and the UPO liaison, Dr. Frankel. The Project Director will devise operational project design in accordance with requirements of the Principal Investigator.

RECRUITMENT OF LITERACY INSTRUCTORS

Literacy Instructors will be individuals between the ages of 21 and 30, of both sexes, who meet the following criteria:

1. A background in a culturally deprived community.
2. At least 2 years of formal schooling beyond high school or the equivalent.
3. A deep personal interest in the area of literacy development.
4. Proof that they have maintained contact within ghetto communities.
5. Evidence of sympathy and understanding of conditions in the ghetto.
6. Evidence of willingness to work under difficult conditions including a signed statement that they will follow the requirements specified by the experimental design; deviation from experimental procedures will be sufficient cause to be dropped from this project.

SPACE REQUIREMENTS

Literacy Centers will be located in from 2 to 4 locations in the N.W. and S.E. They will as far as possible, be centrally located from the standpoint of the population to be reached.

The Centers will be open from 9 a.m. to 5 p.m.

RECRUITMENT OF CANDIDATES FOR LITERACY TRAINING

Initial screening of candidates will be done by UPO and referred to the Literacy Centers for further testing by IER. Initial screening by UPO will consist of the following:

1. Individual administration of the Gates Oral Reading Test to each of the candidates.
2. An eye examination for each candidate, sufficient to identify gross visual deficiencies.
3. Biographical and personal information to include: name, address, sex, age, employment history, marital status, place of birth, length of residency in D.C., educational background, and any physical or mental difficulties, if any.

IER will accept candidates referred by UPO with the express exception of:

1. Those whose reading ability tests higher than the fifth grade level.
2. Those whose visual or hearing defects, in the opinion of IER would hinder their effective participation in the program; and
3. Those candidates whose physical handicaps, behavioral and/or psychological problems would make their participation disruptive and/or prohibitive.

ORIENTATION OF LI'S, UPO COUNSELORS, AND STAFF

A two week training period will be given the LI'S molded after the outline in Appendix I. UPO Counselors and staff will receive orientation to familiarize them with the use of the Accelerated Progressive Choice Reading Method, aims, and the methods and goals of the project.

OPERATIONAL PROJECT DESIGN

1. The experimental program will be instituted in one classroom in each of the designated centers.
2. The materials to be used will be provided by IER and will include:

   The Accelerated Progressive Choice Reading Method

   (a) Teacher Manuals
   (b) Student Workbooks
   Cycle I Segments 1 - 10
   Cycle II Segments 1 - 5
   Cycle III Segments 1 - 5

3. IER will randomly assign the Treatments described below to each of the Literacy Centers.
4. IER will randomly assign instructors to various Treatments.

5. There will be a control group (Treatment A) comprising 100 persons who have comparable backgrounds and reading achievement levels with the experimental subjects as tested by IER. IER will assign them randomly to the control group. This group will receive no literacy training and will be given job training or other assignments by their UPO Counselors without knowledge either by the counselors or trainees that they have been designated as control subjects.

6. There will be four experimental Treatments as follows:

   1. Treatment B (Simultaneous literacy and job training program).

      The students in this treatment will be given job training (under the auspices of and paid for by UPO) for three hours and literacy training for another three hours of the work day. The literacy program will be presented as an unpaid but integral aspect of the job training. Students in this treatment may be used as sub-instructors in this program should IER so determine.

   2. Treatment C (Successive literacy and job training programs).

      These students will be entered into the literacy instruction program for six hours per day and informed that they will enter into the UPO job training program only after completion of the literacy program, within the meaning of paragraph 12 of the contract. Students in this treatment may be used as sub-instructors in this program should IER so determine.

   3. Treatment D (Simultaneous limited literacy and job training program).

      Those students will be given three hours of job training sponsored and paid for by UPO and three hours of literacy instruction programs per day. However, this treatment will not include any opportunity for the students thereunder to become sub-instructors in this program.

   4. Treatment E (Successive literacy and job training program with incentive pay treatment).

      Students will be entered into the literacy instruction program for six hours per day and informed that they will enter the job training program and/or be made into full-time literacy instructors on completion of the program. During the literacy program, some of the students will start working as literacy instructors by teaching one hour per day at the completion of Cycle I of the program, two hours per day at the completion of Cycle II of the program, and three hours per day at the completion of Cycle III of the program. Payment to such instructors will be made at the rate of $1.25 per hour for every hour of actual literacy instruction performed, by HPO.

TESTING BY IER

Pre-testing

IER will give pre-tests to all candidates for the purposes of obtaining initial reading achievement levels, and evluations of attitudes and personality. Tests will be administered by the Literacy Instructors at the designated training centers. The following tests will be administered:

1. Parts of the Stanford Achievement Test
    - Word Meaning
    - Paragraph Meaning
    - Work Study Skills
    - Language Usage
    - Arithmetic Application
2. Spelling - Old Stanford Form
3. Bera Visual Motor Gestalt
4. Right-Left Discrimination Test
5. Draw a Person
6. Lorge Thorndike IQ Test
7. Bell Adjustment Inventory
8. SEEF

Interim Testing

Interim testswill be administered at the completion of approximately 75 hours of instruction.

Post-Testing

Post-tests will consist of an alternative version of each of the pre-tests to be administered to all trainees at the training centers. LI'S will also use SEEF to re-evaluate verbal ability, attentiveness, task involvement and social effectiveness of each of the trainees at the end of the program.

CLASSROOM VISITATIONS

The Project Director and other staff members assigned by him will make an initial observation visit to each classroom during the first three days of instruction. A minimum of one additional visitation will be made to each class each week. An observation form will be filled out during each visit and a conference held with LI immediately thereafter to discuss the observations.

REPORTS

Monthly Report

The Project Director will prepare a monthly report detailing the number of students taking the program, the number of students in each Treatment, the number of hours of instruction which have been given per student, the number of dropouts, if any, during that period, and any problems which have arisen which might hinder the success of the project. The report shall be submitted to the Principal Investigator in time for clearance and submission to UPO for the monthly requisition.

Interim Report

An interim report will be made at the end of six months and at the end of one year.

Final Report

A final report covering the entire study on "The Literacy Instructor, A VITAL NEW JOB AREA (A Feasibility Study)," shall be submitted to UPO no later than 85 days after the expiration of the grant which will include: a statistical report including the number of hours of each Treatment used, analysis of the gains, if any, recorded by the students, a general analysis of the results of the program with specific attention to the assumptions in the Grant and specific recommendations about implementation of this method, if such can be made. (50 copies).

AGREEMENT

(Contract)

AGREEMENT

THIS CONTRACT, entered into this 10th day of August 1965, by and between the United Planning Organization, a non-profit corporation organized and existing under the laws of the District of Columbia, located at 1225 Nineteenth Street, N. W., Washington, D. C. its successors and assigns (hereinafter referred to as "UPO") and the Institute of Educational Research, Inc., a non-profit corporation organized and existing under the laws of the District of Columbia, located at 2226 Wisconsin Avenue, N.W., Washington, D. C. its successors and assigns (hereinafter referred to as "the Contractor"), WITNESSETH THAT:

WHEREAS, UPO, on the 7th day of March, 1965, received CAP Grant No. 594 under Section 207 of Title II-A of the Economic Opportunity Act of 1964 (hereinafter referred to as the "Grant") from the Office of Economic Opportunity, Executive Office of the President of the United States (hereinafter referred to as the "OEO"), which grant became effective on April 7, 1965, for a period of one year thereafter;

WHEREAS, the Contractor has developed a program known as the Accelerated Progressive Choice Reading Program, Experimental Version (hereinafter referred to as the "Program"): and

WHEREAS, the Contractor has formulated a research study project known as "The Literacy Instructor: A VITAL NEW JOB AREA (A Feasibility Study)" (hereinafter referred to as the "Project"); and

WHEREAS, the Project is designed to increase substantially the reading level of approximately 500 students, between the ages of 16 and 22 years, who have previously dropped out of school, through use of the Program; and

WHEREAS, said students should become eligible for more productive and higher paying employment if their reading level is substantially improved; and

WHEREAS, the Contractor can administer the Program to 500 students supplied to it by UPO;

NOW, THEREFORE, UPO and the Contractor do mutually agree as follows:

1. The Contractor shall, in a satisfactory and proper manner as reasonably determined by UPO, perform the services set forth in Appendix "A," which is hereby incorporated and made a part of this Contract.

2. This Contract shall become effective and the Contractor shall commence performance of this Contract on the date first above written, and the Contractor shall complete performance no later than April 6, 1966 unless this Contract is extended by written agreement of the parties.

3. The Contractor shall maintain all records and accounts, including property, personnel, and financial records, as are deemed necessary by UPO or the Director of OEO to assure a proper accounting for all project funds. These records will be maintained by the Contractor separately from all of its other financial records and accounts, and will be made available for audit purposes at reasonable times and upon reasonable notice to UPO, the OEO, or the Comptroller

General of the United States or any authorized representative, and will be retained for three years after the expiration of this Contract unless permission to destroy them is granted by both UPO and the Director of OEO.

4. The Contractor shall spend no more than $149,651 in the performance of this Contract. No more than the following amounts may be spent for the following purposes without prior approval in writing by both UPO and the OEO, except that any of these categories may be exceeded by 10% of the indicated figures or by $500, whichever is larger, without such prior approval:

BUDGET

Personnel		Annual Salary
Project Director	25% of time	$ 6,000
Program Supervisor	75% " "	10,500
IER Training Staff (4)	100% " "	30,000
Literacy Counselor	100% " "	8,500
Administrative Assistant	50% " "	4,800
Office Secretary	100% " "	5,500
Office File Clerk	100% " "	4,400
Payroll Taxes & Unemployment Compensation		4,182
Group Hospitalization, Insurance, etc. (4%)		2,788
Pension Plan (8%)		5,576
	Total personnel	$ 82,246

Permanent Equipment

Desks, tables, chairs, lighting, partitioning, etc.	$ 6,400

Consumable Supplies

Office Supplies	1,000
Postage and Delivery	500
	$ 1,500

Travel

Local Transportation by Instructors and Supervisors	$ 1,500
Out of Town Conferences	500
	$ 2,000

Miscellaneous Expenses:

Rent (800 sq. ft. @ $5.50 per sq. ft. per yr.)	$ 4,400
Telephone	1,200
Maintenance (remedial centers including heating, electricity, and janitorial services)	4,800
Recruitment Costs (advertising, testing, travel, evaluation, selection and placement of project personnel)	500
Quality Control and Data Analysis. IER personnel will be used, including, Chief Data Analyst, Ass't. Data Analyst, Multilith Operator, Artist, Collators (last three categories as needed for printing of evaluation forms, check lists, etc.) Consultants will be used as required for quality control. (Prior letter of agreement with consultants will be on file, plus billing from consultants will be required prior to payment to them. No consultant can be employed at a rate higher than $100 per diem out of the contract budget without the prior written approval of UPO and OEO.) Other IER personnel may be utilized to expediate the quality control and data analysis if required for efficient project operation.	16,000

Rental of scoring machine required to reduce personnel costs and increase speed of data analysis.	$ 600
IBM Analysis, key punching, programming and rental of computer time required for complete data analysis required for final report.	2,400
Training Materials Experimental APC program including revisions for 500 Literacy Trainees ($20 per set)	10,000
Test materials for all subject including pre-test battery, two interim batteries, and a complete post test on each trainee. In addition this item includes Literacy Instruction Program Instructor evaluation materials which will be developed, and used. Cost estimate covers test materials and related handling costs.	4,000
Total Miscellaneous	$ 43,900
Total Direct Costs	$136,046
Indirect Costs, 10%	13,605
TOTAL	$149,651

5. UPO shall expend no more than $1,750, for the following purposes, in the performance of this Contract:

Visual and Auditory Examinations of 25% of the students (125)	$ 1,000
Eyeglasses for students 50 prs. @ ¢15 per pair	750
	$ 1,750

6. The following personnel will be employed by the Contractor to perform the work set out in this Contract:

(a) One project director, to have the primary responsibility for planning, directing, and supervising the over-all project.

(b) One program supervisor, to act as the administrative officer of the program.

(c) Four (4) literacy instructors, to be trained and to teach the methods of the project.

(d) One literacy counselor to work with the students.

(e) One administrative assistant to supervise all the record-keeping, procurement, and accounting procedures.

(f) One office secretary to perform the normal duties of an office secretary.

(g) One file clerk to perform the normal duties of a file clerk.

(h) Such other personnel as are allowed under the grant.

7. Subject to the receipt of funds from the OEO, UPO shall make payment to the Contractor in accordance with the following method:

(a) Immediately upon execution of this contract, the Contractor shall be paid (1) its estimated expenses for the first month of performance under the Contract, in the amount of $20,370, and (2) expenses incurred by the Contractor in the preparation of the Project subsequent to April 7, 1965, the effective date of OEO Grant No. 594, and prior to July 6, 1965, in the amount of five thousand, five hundred sixty-one dollars and fifty-six cents ($5,561.56), which includes the following items:

Personnel

Project Director	266.79
Program Supervisor	327.12

Administrative Assistant	187.82	
Office File Clerk	545.80	
Office Secretary	30.00	
Total Personnel Costs		$1,357.53
Group Hospitalization, etc.		54.30
Pension Fund		56.34
Taxes, etc.		81.45
Miscellaneous Expenses		
Rental Facilities		94.98
Quality control		10.41
Training Materials		3,372.14
Telephone		12.98
Office expense		70.00
Local transportation		5.50
Total Direct Charges	$5,115.63	
Indirect Charges	445.93	
Total Expenditures to July 6, 1965	5,561.56	

Such other reasonable expenses as are incurred after July 6, 1965, and before the signing of the Contract shall be submitted for payment with the Contractor's first requisition for payment under subparagraph (b) below. All of these pre-Contract expenses are part of, and not in addition to, the expenses allowed under the Budget set out in paragraph 4 above.

(b) Beginning one month from the effective date of the contract, the Contractor shall present, at monthly intervals, a requisition for payment of expenses incurred by it during the preceding month. The requisition for payment shall indicate the disposition of the amount requested by reference to the categories of expenses listed in paragraph 4 above. There shall be included in the requisition for payment a statement of the services performed during the preceding month. Upon receipt of each requisition for payment, UPO shall determine whether the services set out have been performed to their reasonable satisfaction, and shall make payment for allowable costs incurred as set forth in the requisition as soon thereafter as possible and no later than ten days after receipt by UPO of the requisition. If the total of the actual expenses properly incurred between the date of this Contract and the time of any requisition is less than the total amount theretofore received by the Contractor pursuant to paragraph 7 (a) above and pursuant to all previous requisitions, the difference shall be deducted from the payment due under the requisition. If the total of such expenses is greater than the total amount so received by the Contractor, the difference shall be added to the payment due under the requisition.

Any underpayment or overpayments resulting from early termination or remaining at the natural expiration date of this Agreement will be made up by or returned to UPO, as the case may be, within thirty (30) days after the effective date of such termination or natural expiration. A final statement of expenditures will be submitted by the Contractor within thirty (30) days of the expiration of the Contract.

8. It is expressly understood and agreed that in no event will the total amount to be paid by UPO to the Contractor under this Contract exceed $149,651 for full and complete satisfactory performance.

9. The Contractor shall furnish to UPO, at the times it submits monthly requisitions for reimbursement, written reports stating the activities undertaken during the previous month. UPO recognizes that

the organization of this program will take approximately four to six weeks, hence the first month's report will include only a general outline of the progress made towards starting the program for the first group of students. Every monthly report thereafter will detail the number of the students taking the program, the number of students in each treatment, the number of hours of instruction which have been given per student, the number of dropouts, if any, during that period, and any problems which have arisen which might hinder the success of the project.

If the Contract is completed, the Contractor shall submit to UPO no later than 85 days after the expiration of the grant a final written report which will include, but not be limited to, a statistical report including the number of hours of each Treatment used, analysis of the gains, if any, recorded by the students, a general analysis of the results of the program with specific attention to the assumptions in the Grant and specific recommendations about implementation of this method, if such can be made. In addition, the report shall be responsive to any reasonable questions which may be submitted to the Contractor by UPO within fourteen (14) days from the last monthly requisition. The Contractor will furnish fifty (50) copies of the final written report to UPO. The last monthly payment by UPO shall withhold fifteen percent (15%) of the amount of the Contractor's final requisition. The final payment shall be made within a reasonable time after the submission of the final report but not later than 90 days from the expiration of the grant unless the report and performance of the project is not reasonably satisfactory to UPO. Upon final payment the Contractor will execute a final release of UPO.

10. This Contract is subject to and incorporates the attached Appendix "A"; Appendix "B", "Terms and Conditions Governing Contracts Between Community Action Program Agency and Contractor for Conduct and Administration of Community Action Program Component;" Grant No. 594; and to all other applicable rules, reguations and conditions governing grants which are or may be instituted by the OEO, its successors or assigns and imposed upon UPO.

11. The Contractor agrees to assist UPO in complying with all of the "Conditions Governing Grants under Section 207 of the Economic Opportunity Act of 1964," which are attached hereto as Appendix "C".

12. In addition both parties shall adhere to the "General Provisions--UPO Contracts and Agreements," which are attached hereto as Appendix "D".

IN WITNESS WHEREOF, UPO and the Contractor have executed this Contract as of the date first above written.

INSTITUTE OF EDUCATIONAL
RESEARCH, INC.

By Myron Woolman
Myron Woolman, Ph. D.
Chairman of Board of Directors

By Myron Woolman
Myron Woolman, Ph. D.
Project Director

UNITED PLANNING
ORGANIZATION, INC.

By
Chairman of Board of Trustees

By
Executive Director

APPENDIX A

In the performance of this Contract, UPO and the Contractor will perform the following duties

1. UPO will refer candidates for this program to the Contractor, in numbers to be requested by the Contractor, provided however, that UPO shall not be required to refer more than 500 candidates who complete the program within the meaning of paragraph 12 below. Candidates will be school dropouts, sixteen to twenty-two years old, whose reading ability scores no higher than a fifth grade reading level on the Gates Oral Reading Test. The Contractor will give UPO at least two weeks notice of the number of candidates that will be needed at any particular time, indicating the time and place for the candidates to report initially.

2. UPO shall make all reasonable efforts to secure candidates in numbers required by the Contractor. In the event that UPO cannot, despite such efforts, refer sufficient candidates, UPO will inform the Contractor in writing and the Contractor will undertake to find a sufficient number of students to meet such requirements. Costs incurred by the Contractor in the recruitment of such students may be charged to the grant except that the Contractor may not expend funds in excess of the grant. In the event that additional funds are required for the recruitment of students for this project, UPO agrees to assist the Contractor in securing such additional funds from the OEO and further agrees to assist the Contractor in securing any waivers or amendments to the grant as may be required. The name, age, reading level and other information compiled pursuant to paragraph 3 below about each of these students recruited by the Contractor shall be given to UPO at the time such students begin the program.

3. UPO will be responsible for screening candidates for this project. The screening will be for the purpose of determining which candidates are to be referred to the Contractor for further testing. The screening shall consist of:

(a) Individual administration of the Gates Oral Reading Test to each of the candidates.

(b) An eye examination for each of the candidates, sufficient to identify gross visual deficiencies, and

(c) Biographical and personal information to include for each candidate: name, address, sex, age, employment history, marital status, educational background, place of birth, length of residency in the District of Columbia, and any physical or mental difficulties, if known.

4. After UPO had administered the initial screening, the Contractor will give each of the candidates referred to it a battery of pre-tests which may include tests of its own design as well as already standardized tests. The pre-test battery administered by the Contractor will be for the purpose of obtaining initial reading achievement levels, and evaluations of attitudes and personality of each of the subjects. The name of each of the pre-tests will be supplied by the Contractor to UPO upon request. Information on the attitudes and personalities will not be available as it relates to the individual students to UPO, OEO or any other persons. However, such information will, on request, be made available in such a manner that there is no danger of identification of the individual student, except

that any student may, if he desires, voluntarily have such information turned over to UPO or OEO.

5. Where the initial eye examination indicates that corrective eye glasses would enable the candidate to participate in the project, UPO will provide, within the limits of the grant from OEO, in accordance with paragraph 5 of the Contract, such further diagnosis and corrective eye glasses as may be necessary for such candidates referred to be accepted by the Contractor. The Contractor is not to undertake any such diagnosis or corrective treatment as part of the Contract, and no reimbursement by UPO will be made to the Contractor for any examination which the Contractor may perform or for which it may contract with other parties to perform, or for any corrective equipment which it may purchase or cause to be purchased for any candidate referred to it by UPO.

6. The Contractor may reject any student under paragraph 8 (c) of this appendix at any time if the student's behavioral or attitudinal pattern is such that it becomes detrimental to the carrying out of the project.

7. Under terms of the grant from OEO to UPO, UPO is required to inform OEO if the number of students involved in this project is expected to fall more than 10% below the estimated 500 students. Accordingly, the Contractor is required to keep UPO informed of any problems it has in maintaining an adequate number of students to meet the goal of 500 students for the project.

8. The Contractor will be required to accept as students for this project all individuals referred to it by UPO with the express exception of:

(a) Those whose reading ability tests higher than the fifth grade level.

(b) Those whose visual or hearing defects, in the opinion of the Contractor, would hinder their effective participation in the program, and

(c) Those students whose physical handicaps, behavioral and/or psychological problems would make their participation disruptive and/or prohibitive.

In the event that those whose visual or hearing defects receive corrective devices as UPO may make them available, the Contractor will be obliged to accept such individuals unless they fall under (a) or (c) of this paragraph or under paragraph 6 of this appendix.

9. The Contractor will locate space suitable for use in this project and make those changes or provide such equipment as is set out in the Budget of the Contract and the budget of the grant which may be necessary to make the space functional to the project. The space will, to the extent possible, be donated: costs incurred for space used by students will be limited to maintenance and initial equipment whereever possible. However, the Contractor will keep within the budget allowances for Permanent Equipment, Rent, and Maintenance except as otherwise provided by paragraph 4 of the Contract.

10. The Contractor will assign instructors and students to the different teaching methods at random to minimize bias in favor of any given training treatment.

11. The Contractor shall adequately train the literacy instructors according to a program worked out by the Contractor. This training will consist both of classroom and workshop seminars to familiarize the instructors with the aims, methods, and goals of the program. The Contractor, throughout the contract period, will maintain the quality of the performance of all the literacy instructors.

12. The Contractor will provide instructions through its various methods, described below, either for three or for six hours, five days each week, except that less than five days of instruction will be provided in those cases where holidays recognized by the Federal Government fall on one of the days scheduled for instruction. The student will be considered to have completed the program when: (a) he completes the APC Reading Program and is given the post-test battery; or (b) he is released back to UPO as having met the 6th grade reading level; or (c) he voluntarily drops out of the project. For statistical purposes, an individual who voluntarily drops out of the project, having received thirty (30) hours or less of instruction, shall not be denominated a student in the project and shall not be considered as one of the 500 students used in the project.

13. The Contractor will administer, in addition to the pre-test battery, interim- and post-test batteries. The post-tests will consist of alternate forms of the same tests administered as pre-tests. The

Contractor will score and analyze data from each of the tests. All test data for students subject to this contract will be available to UPO, with the proviso appearing in paragraph 4 of this appendix.

14. The Contractor will conduct its program in the following manner. There will be one control group consisting of approximately 100 subjects and four experimental treatment groups totaling 500 students. Each experimental treatment group will involve variations in:

(a) Amount of time per day in literacy training and/or,

(b) Changes in the characteristics of the program,

Each is set out as follows:

1. Treatment A (Control group)

   The control group will consist of individuals who have comparable backgrounds and reading achievement levels with the experimental subjects as tested by the Contractor. The Contractor will assign them randomly to the control group. This group will receive no literacy training and will be given job training or other assignments by their UPO Counselors without knowledge either by the counselors or trainees that they have been designated as control subjects. The Contractor will not count any member of the control group as part of the approximately 500 students involved in this program.

2. Treatment B (Simultaneous literacy and job training program)

   The students in this treatment will be given job training (under the auspices of and paid for by UPO) for three hours and literacy training for another three hours of the work day. The literacy program will be presented as an unpaid but integral aspect of the job training. Students in this treatment may be used as sub-instructors in this program should the Contractor so determine.

3. Treatment C (Successive literacy and job training programs)

   These students will be entered into the literacy instruction program for six hours per day and informed that they will enter into the UPO job training program only after completion of the literacy program, within the meaning of paragraph 12 above. Students in this treatment may be used as sub-instructors in this program should the Contractor so determine.

4. Treatment D (Simultaneous limited literacy and job training program)

   Those students will be given three hours of job training sponsored and paid for by UPO and three hours of literacy instruction programs per day. However, this treatment will not include any opportunity for the students thereunder to become sub-instructors in this program.

5. Treatment E (Successive literacy and job training program with incentive pay treatment)

   Students will be entered into the literacy instruction program for six hours per day and informed that they will enter the job training program and/or be made into full-time literacy instructors on completion of the program. During the literacy program, some of the students will start working as literacy instructors by teaching one hour per day at the completion of Cycle I of the program, two hours per day at the completion of Cycle II of the program, and three hours per day at the completion of Cycle III of the program. Payment to such instructors will be made at the rate of $1.25 per hour, for every hour of actual literacy instruction performed, by UPO.

14. The Contractor will use its Experimental APC Program set, including revisions where necessary during the project. The Budget of the Contract sets out a cost of $20 per set. The Contractor will, regardless of the cost to itself, make no charge to UPO in excess of the amount of $20 per set.

15. The Contractor will use two or more locations so as to have available four rooms of sufficient size to accomodate twenty trainees and an instructor. The Contractor will randomly assign the treatments to training locations with the restrictions that no location will give any treatment twice in succession. The Contractor will randomly assign instructors to the different treatments with the restriction that each teacher will teach more than one treatment.

16. The contractor will develop a standard set of procedures for each of the four experimental treatment groups. These standardized procedures should provide a basic document for use by others in setting up similar programs. It should provide, in schematic form, the techniques followed under each of the treatment conditions including:

(a) The randomization procedures.

(b) The training procedures for the counselors and instructors.

(c) The modifications of the program which were made in Treatment B.

(d) The physical conditions under which the training was given and the modifications made to provide the program.

(e) The scheduling procedures and time accounting form as well as methods of completion and computation.

(f) The instructor's duties which were appropriate to each of the treatment conditions, and

(g) The evaluation forms used to insure conformity to each of the training conditions covering both the instruction reaction and IER supervisory forms; methods of evaluating these forms and techniques used to maintain instructor adherence to procedures. Copies of this basic document will be made available to UPO subject to the copyright clause (No. 18) in the Conditions Governing Grants under Section 107 of the Economic Opportunity Act of 1964.

(h) Inspection.

UPO may make inspections of all documents, papers, materials or records pertinent to the contract at reasonable times and intervals (except those articles specifically expected in paragraph 4 of this Appendix) and shall have the right to examine for a period no longer than two weeks all said documents, materials, papers or records prior to their publication. If requested by UPO the Contractor will allow such documents, materials, papers or records to be examined at UPO unless the Contractor desires to have said requested documents, materials, papers or records reproduced at its expense.

17. UPO will within 14 days after the signing of this contract name person in addition to the Executive Director as its agent, which person will be responsible for relaying to UPO all requests, information, etc., from the Contractor.

18. The Contractor hereby designates the Program Supervisor as the person responsible for all communication between UPO and the Contractor.

19. Except as otherwise expressly provided herein, the Contractor and UPO shall carry out the project as described in the proposal. "The Literacy Instructor, A VITAL NEW JOB AREA (A Feasibility Study)", and all addenda thereto, as approved by OEO. Any changes in the project must be approved by OEO and UPO.

Appendix B

TERMS AND CONDITIONS GOVERNING CONTRACTS BETWEEN COMMUNITY ACTION PROGRAM AGENCY AND CONTRACTOR FOR CONDUCT AND ADMINISTRATION OF COMMUNITY ACTION PROGRAM COMPONENT

In addition to any conditions specified elsewhere, this Contract is subject to all of the conditions listed below. Waiver of any of these conditions must be upon the express written approval of an authorized representative of the Office of Economic Opportunity, and such waiver shall be made a part of this contract.

1. Termination of Contract. If, through any cause, the Contractor shall fail to fulfill in timely and proper manner his obligations under this Contract, or if the Contractor shall violate any of the covenants, agreements, or stipulations of this Contract, or if the grant from OEO under which this Contract is made is terminated by OEO, the Agency shall thereupon have the right to terminate this Contract by giving written notice to the Contractor of such termination and specifying the effective date thereof. If the Contractor is unable or unwilling to comply with such additional conditions as may be lawfully applied by OEO to the grant to the agency, the Contractor shall terminate the contract by giving written notice to the agency, signifying the effective date thereof. In the event of termination, all property and finished or unfinished documents, data, studies, and reports purchased or prepared by the Contractor under this contract shall, at the option of the Agency, become its property and the Contractor shall be entitled to compensation for any unreimbursed expenses necessarily incurred in satisfactory performance of the Contract. Notwithstanding the above, the Contractor shall not be relieved of liability to the Agency for damages sustained by the Agency by virtue of any breach of the Contract by the Contractor, and the Agency may withhold any reimbursement to the Contractor for the purpose of set-off until such time as the exact amount of damages due the Agency from the Contractor is agreed upon or otherwise determined.

2. Changes. The Agency may, from time to time, request changes in the scope of the services of the Contractor to be performed hereunder. Such changes, including any increase or decrease in the amount of the Contractor's compensation, which are mutually agreed upon by and between the Agency and the Contractor, must be incorporated in written amendments to this Contract.

3. Travel Expenses. If the Contractor is a public agency, expenses charged for travel shall not exceed those allowable under the customary practice in the government of which the agency is a part. If the Contractor is a private agency, expenses charged for travel shall not exceed those which would be allowed under the rules of the United States Government governing official travel by its employees.

4. Expenses Disallowed. No contract funds shall be expended for:

- (a) any expenses other than those necessarily incurred in the performance of this Contract;
- (b) the purchase of real property;
- (c) the purchase of personal property at prices exceeding $500 per item;
- (d) the cost of meals for employees or officials of the Contractor, except when on travel status; or
- (e) costs incurred before the effective date of the Contract.

5. Accounting for Property: If property costing less than $500 per item (1) is properly acquired with contract funds, (2) is expected at the time of acquisition to be used indefinitely for the purposes for which it was purchased, and (3) is in fact used for such purposes for a period of one year from the date of acquisition, title to such property shall vest in the Contractor. If property acquired with contract funds (1) has a cost of $500 or more per item, or is either (2) not expected at the time of acquisition to be used indefinitely for the purpose for which it was acquired, or (3) is in fact diverted to other uses within a period of one year from the date of acquisition, title to such property shall vest in the Agency to be held on behalf of the OEO.

6. Publication and Publicity. The Contractor may publish results of its function and participation in the approved community action program without prior review by the Agency, provided that such publications acknowledge that the program is supported by funds granted by OEO pursuant to the provisions of the Economic Opportunity Act of 1964, and that five copies of each such publication are furnished to OEO, plus such copies to the Agency as the Agency may reasonable require.

7. Copyrights. If the Contract results in a book or other copyrightable material, the author is free to copyright the work, but the Office of Economic Opportunity reserves a royalty-free, nonexclusive and irrevocable license to reproduce, publish, or otherwise use, and to authorize others to use, all copyrighted material and all material which can be copyrighted resulting from the Contract.

8. Patents. Any discovery or invention arising out of or developed in the course of work aided by this Contract shall be promptly and fully reported to the Agency and to the Director of OEO for determination as to whether patent protection on such invention or discovery shall be sought and how the rights in the invention or discovery, including rights under any patent issued thereon, shall be disposed of and administered, in order to protect the public interest.

9. Labor Standards. All laborers and mechanics employed by contractors or subcontractors in the construction, alteration or repair, including painting and decorating of projects, buildings and works which are federally assisted under this Contract shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a-276a-5).

10. Covenant Against Contingent Fees. The Contractor warrants that no person or selling agency or other organization has been employed or retained to solicit or secure this Contract upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee. For breach or volation of this warrant, the Agency shall have the right to annul this Contract without liability or, in its discretion, to deduct from the compensation, or otherwise recover, the full amount of such commission, percentage, brokerage or contingent fee.

11. Discrimination in Employment Prohibited. The Contractor will not discriminate against any employee employed in the performance of this contract, or against any applicant for employment because of race, creed, color, or national origin. The Contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin. This requirement shall apply to, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. In the event that the Contractor signs any contract which would be covered by Executive Order 10925 (March 6, 1961) or Executive Order 11114 (June 22, 1963), the Contractor shall include the equal-employment clause specified in section 301 of Executive Order 10925, as amended.

12. Discrimination Prohibited. No person in the United States shall, on the ground of race, creed, color or national origin, be excluded from participation in, be denied the proceeds of, or be subject to discrimination in the performance of this Contract. The Contractor will comply with the regulations promulgated by the Director of OEO, with the approval of the President, pursuant to the Civil Rights Act of 1964 (45 C.F.R. Part 1010).

13. Political Activity Prohibited. None of the funds, materials, property or services contributed by the Agency or the Contractor under this Contract shall be used in the performance of this Contract for any partisan polical activity, or to further the election or defeat of any candidate for public office.

14. Religious Activity Prohibited. There shall be no religious worship, instruction or proselytization as part of or in connection with the performance of this Contract.

15. Compliance with Local Laws. The Contractor shall comply with all applicable laws, ordinances, and codes of the [redacted] local governments.

16. Reports and Inspections. The Contractor shall make financial, program progress, and other reports as requested by the Agency or the Director of OEO, and will arrange for on-site inspections by Agency or OEO representatives at the request of either. as set forth in the agreement.

17. Definition. As used throughout these terms and Conditions, the word Agency refers to the United Planning Organization (UPO).

Appendix C

CONDITIONS GOVERNING GRANTS UNDER SECTION 207 OF THE ECONOMIC OPPORTUNITY ACT OF 1964

In addition to any special conditions accompanying the Statement of Grant Award, the grant is subject to the conditions listed below. Many of them do not represent invariable policies of the Office of Economic Opportunity, and exceptions should be requested in cases in which compliance with one or more of these conditions would cause unnecessary difficulties in carrying out the approved community action program. A waiver of any condition must be in writing and must be signed by an authorized representative of OEO. Any such waiver must be explicit; no waiver may be inferred from the fact that the grant is responsive to any application which may have contained material inconsistent with one or more of these conditions.

1. DEFINITION. As used in these conditions, the term "project funds" refers to all amounts spent by or under the direction of the grantee for the approved program, whether such amounts are derived from Federal or non-Federal sources.

2. APPLICABILITY OF CONDITIONS. These conditions will be applicable both to the grantee and to any agency or organization which, pursuant to an agreement with the grantee, undertakes responsibility for any part of the approved program.

3. USE OF GRANT FUNDS. Grant funds shall be expended only for the purposes and activities of the approved program. Expenses which are attributable only in part to this program shall be prorated on a reasonable and consistent basis to determine the amount changeable to the activities supported by this grant.

4. AMOUNT OF GRANT. The amount of the Federal grant shall not exceed the smaller of (1) the dollar amount shown in the Statement of Grant Award, (2) the Federal proportion of all project costs which is shown in the Statement of Grant Award, or (3) the amount of cash expenditures made by the grantee for project purposes. For this purpose, the amount of case expenditures shall include only expenses which are chargeable to the budget of the grantee agency (or, with respect to programs delegated to other agencies, of the delegate agency). It does not include the salaries of employees who are paid by other agencies unless the other agency is reimbursed by the grantee or delegate agency, and does not include the use of space in public buildings unless the grantee or delegate agency is required to make reimbursement for the use of the space. The proportion of project costs which

is to be paid or contributed from non-Federal sources must be maintained at all times during the grant period, so that Federal funds will at no time have been used to pay for a larger percentage of costs than the maximum Federal proportion shown in the Statement of Grant Award.

5. CONFORMITY WITH BUDGET. Project funds shall be spent only in accordance with the budget of the approved program, and any changes in the budget must be submitted to OEO in writing and must be approved in advance of the proposed expenditures; changes may be made without OEO approval, however, so long as the amount spent for any object category does not exceed the amount shown in the grant application by more than 10 percent or $500, whichever is larger.

6. TRAVEL EXPENSES. If the grantee is a public agency, expenses charged for travel shall not exceed those allowable under the customary practice in the government of which the agency is a part. If the grantee is a private agency, expenses charged for travel shall not exceed those which would be allowed under the rules of the United States Government governing official travel by its employees.

7. EXPENSES DISALLOWED. No project funds shall be expended for

(a) the purchase of real property;
(b) the purchase of personal property at prices exceeding $500 per item;
(c) the cost of meals for employees or officials of the grantee agency, except when on travel status; or
(d) costs incurred before the effective date of the grant.

8. SUSPENSION AND TERMINATION. The Director of OEO may suspend or terminate this grant in whole or in part for cause. Cause shall include the following: (1) ineffective or improper use of Federal funds; (2) failure by the grantee to comply with either these conditions or the approved program; or (3) submittal by the grantee to OEO of reports which are incorrect or incomplete in any material respect. No suspension or termination shall affect any amount obligated by the grantee prior to receiving notice of the suspension or termination. Funds shall not be treated as obligated for this purpose by virtue of the grantee's commitment to a delegate agency.

9. NON-FEDERAL SHARE. Expenditures or contributions used to match this grant shall not be derived from other Federal sources and shall not consist of services, property, or funds which are used to match grants awarded by other Federal agencies. The services of volunteers may not be counted as part of the non-Federal contribution. Other services or property shall be counted at their fair value. In the case of property having a useful life extending beyond the grant period, rental value shall be used unless the property is acquired for cash with project funds. In the latter case, the cost of the property will be charged as a project cost in the year of acquisition, and the property will not be counted as part of the non-Federal contribution in subsequent years.

10. OBLIGATION OF GRANT FUNDS. Grant funds may not be obligated prior to the effective date or subsequent to the termination date of the grant. Obligations outstanding as of the termination date may be liquidated (paid out) after the end of the grant period. Such obligations shall involve only specific commitments for which a need existed in the grant period and which are supported by approved contracts, purchase orders or requisitions, invoices or bills, or other evidence of liability consistent with the grantee's purchasing procedures, and for which the good or services must have been received or rendered within the grant period. All obligations incurred in a given period, shall be liquidated within 3 calendar months after the termination date of that grant period.

11. UNOBLIGATED FUNDS. Funds remaining unobligated at the end of a grant period cannot be transferred to another grant. The amount of the free or unobligated balance remaining at the termination date of the grant period shall be returned to OEO when the final financial report for the grant period is submitted. If savings occur in the liquidation of obligations outstanding at the end of the grant period, these become part of the unobligated balance.

12. INTEREST EARNED ON FEDERAL FUNDS. All interest earned on Federal grant funds shall be reported on the financial report for the grant period and shall be returned by check payable to the U. S. Treasury.

13. PAYMENTS. By law, payments to a grantee may be made in advance or by way of reimbursement. Generally, however, payments will be made through commercial banks under a letter of credit established with a Federal Reserve Bank. This procedure permits the grantee to draw funds as required. Detailed instructions will be furnished at the time a grant is made.

14. REPORTS AND INSPECTIONS. The grantee shall make financial, program progress, and other reports as requested by the Director of OEO, and will arrange for on-site inspections by OEO representatives at the request of the Director.

15. RECORDS AND ACCOUNTS. The grantee shall maintain such records and accounts, including property, personnel, and financial records, as are deemed necessary by the Director of OEO to assure a proper accounting for all project funds, both Federal and non-Federal shares. These records will be made available for audit purposes to OEO or the Comptroller General of the United States or any authorized representative, and will be retained for three years after the expiration of this grant, unless permission to destroy them is granted by the Director of OEO. If this is an initial grant to a private organization, the grantee will furnish the Director of OEO prior to the receipt of any Federal funds, an opinion of a Certified Public Accountant indicating that the grantee has an accounting system which is adequate for the purposes of this grant.

16. ACCOUNTING FOR PROPERTY. Upon completion of the project, the grantee will make a report to OEO itemizing all nonconsumable property purchased with project funds. OEO will at that time determine the disposition to be made of such property.

17. PUBLICATION AND PUBLICITY. The grantee may publish results of the approved program without prior review by OEO, provided that such publications acknowledge that the program is supported by funds granted by OEO pursuant to the provisions of the Economic Opportunity Act of 1964, and that five copies of each publication are furnished to OEO.

18. COPYRIGHTS. Any book or other copyrightable material arising out of or developed in the course of work aided by the grant shall be promptly and fully reported to the Director of OEO for determination as to whether copyright of such book or material shall be sought or allowed and how the rights in the book or material, including rights under a copyright issued thereon, shall be disposed of and administered in order to protect the public interest.

19. PATENTS. Any discovery or invention arising out of or developing in the course of work aided by the grant shall be promptly and fully reported to the Director of OEO for determination as to whether patent protection on such invention or discovery shall be sought and how the rights in the invention or discovery, including rights under any patent issued thereon, shall be disposed of and administered in order to protect the public interest.

20. LABOR STANDARDS. All laborers and mechanics employed by contractors or subcontractors in the construction, alteration or repair, including painting and decorating of projects, buildings and works which are federally assisted under this grant shall be paid wages at rates not less than those prevailing on similar construction in the locality as determined by the Secretary of Labor in accordance with the Davis-Bacon Act, as amended (40 U.S.C. 276a-276a-5).

21. COVENANT AGAINST CONTINGENT FEES. The grantee warrants that no person or selling agency or other ogranization has been employed or retained to solicit or secure this grant upon an agreement or understanding for a commission, percentage, brokerage, or contingent fee. For breach or violation of this warrant the Government shall have the right to annul this grant without liability or, in its discretion, to deduct from the award, or otherwise recover, the full amount of such commission, percentage, brokerage or contingent fee.

22. DISCRIMINATION PROHIBITED. No person in the United States shall, on the ground of race, creed, color or national origin, be excluded from participation in, be denied the proceeds of, or be subject to discrimination under the program supported by this grant. The grantee will comply with the requirements concerning nondiscrimination and compliance information set forth in regulations promulgated or to be promulgated by OEO pursuant to the Civil Rights Act of 1964, and will furnish the Director of OEO with such assurances as may be required by those regulations to be included in applications for grant funds. In the event that the grantee signs any contract which would be covered by Executive Order 10925 (March 6, 1961) or

Executive Order 11114 (June 22, 1963), the grantee shall include the equal employment opportunity clause specified in section 301 of Executive Order 10925, as amended.

23. DISCRIMINATION IN EMPLOYMENT PROHIBITED. In all hiring or employment made possible by or resulting from this grant, each employer (1) will not discriminate against any employee or applicant for employment because of race, creed, color, or national origin, and (2) will take affirmative action to ensure that applicants are employed, and that employees are treated during employment without regard to their race, creed, color, or national origin. Such action shall include, but not be limited to, the following: employment, advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship.

24. DELEGATION. The grantee shall not delegate to or contract with any other agency for the performance of any function which is a part of the approved community action program, unless (1) the intention to make such a delegation or enter into such a contract has been set forth in the application for this grant or has otherwise been approved by the Office of Economic Opportunity, and (2) the agreement contains all of the provisions found in the approved third-party contract form issued by OEO.

25. ADDITIONAL CONDITIONS. This grant shall be subject to such additional conditions as may be established by law, by executive order, by regulation or by other policy announced by the Director of OEO at any time, provided the grantee is given actual notice of such additional conditions. In addition, the grantee agrees to provide such additional information as may be required when the application forms and instructions of OEO are in final form. Additional conditions applicable to the particular grant may be imposed as a result of OEO review of any such new information.

Revised August 1965

Appendix "D"

GENERAL PROVISIONS
UNITED PLANNING ORGANIZATION (UPO)
CONTRACTS AND AGREEMENTS

A. TIME AND ATTENDANCE RECORDS

The Contractor will maintain time and attendance records for personnel receiving compensation under this Contract or Agreement. These records will relate the time devoted by each person in performance of this Contract or Agreement to the compensation to be received. Such records will be prepared monthly upon the basis of forms approved by UPO. Using such forms each person receiving compensation under this Contract or Agreement will prepare a report of the time he has spent in performing services called for by this Contract or Agreement during the preceding month. He and his superior will attest to the accuracy of these reports by signing them. These records shall be available for inspection by UPO, by the Comptroller General of the United States and by such other persons or organizations as may be designated by UPO.

B. CHANGES

The Contractor or UPO may, from time to time, request changes in the Budget and in the scope of the services to be performed under this Contract or Agreement. Such changes, which are mutually agreed upon by the Contractor and UPO, shall be incorporated in written amendments to this Contract or Agreement.

C. LICENSE TO INSPECT AND USE WORK PRODUCT

UPO reserves the right to inspect and use, for any purpose, without other or further compensation to the Contractor or any other person, all reports, studies, surveys, plans, memoranda and other papers, documents and material prepared by the Contractor pursuant to this

Contract or Agreement.

D. NON-DISCRIMINATION IN EMPLOYMENT

In undertaking the services to be rendered under this Contract or Agreement the Contractor will not discriminate against any member, employee, or applicant for employment because of race, creed, color or national origin. The Contractor will take affirmative action to ensure that employees are treated fairly during their employment under this Contract or Agreement without regard to their race, color, creed or national origin.

The Contractor will in all solicitations or advertisements for employees placed by or on behalf of the Contractor under this Contract or Agreement, state that all qualified applicants will receive consideration for employment without regard to race, creed, color or national origin.

The Contractor will include the provisions of this article in any sub-contract let pursuant to this Contract or Agreement.

E. ASSIGNMENT OF INTEREST

The Contractor shall not assign any interest in this Contract or Agreement and shall not transfer any interest in the same (whether by assignment or novation) without the prior written approval of UPO, provided, however, that claims for money due or to become due the Contractor from UPO under this Contract or Agreement may be assigned to a bank, trust company, or other financial institution, or to a Trustee in Bankruptcy, without such approval. Written notice of any such assignment or transfer shall be furnished promptly to UPO.

F. WAIVER OF BREACH OF COVENANT

No waiver of any breach of any covenant, term or condition of the Contract or Agreement shall constitute a waiver of such covenant, term or condition, or of any subsequent breach thereof.

G. SUB-CONTRACTING

The Contractor may sub-contract services covered by this Contract or Agreement only upon the prior written consent of UPO, which consent shall not be unreasonably withheld. The Contractor shall be as responsible to UPO for the acts and omissions of any Sub-Contractor, and of persons indirectly employed by it, as it is the acts and omissions of persons directly employed by it.

H. INDEMNIFICATION AGREEMENT

The Contractor hereby expressly agrees and covenants that it will hold and save harmless and indemnify UPO, its officers, agents, servants and employees from liability of any nature or kind, in connection with the services to be performed hereunder, arising out of any act or omission of the Contractor, or of any employees or agents of the Contractor or of any Sub-Contractor employed by the Contractor.

I. PERSONS AUTHORIZED TO REPRESENT UPO

UPO shall be represented in all dealings between the parties to this Contract or Agreement by its Executive Director or by such other members of the staff of UPO as he may appoint. He will provide the Contractor with reasonable notice, in writing, of who is authorized to represent UPO at any time.

Amendment No. 1 to the Agreement

[illegible]

AMENDMENT NO. 1

THIS AMENDMENT No. 1, entered into as of this 24th day of November, 1965, to the Agreement, dated August 10, 1965, between the United Planning Organization, a non-profit corporation organized and existing under the laws of the District of Columbia,1100 Vermont Ave.,N.W., Washington, D. C., hereinafter referred to as UPO, and the Institute of Educational Research, Inc., a non-profit corporation organized and existing under the laws of the District of Columbia, 2900 M Street, N. W., Washington, D. C., hereinafter referred to as the Contractor,

WITNESSETH THAT:

WHEREAS, UPO, on the 7th day of March, 1965, received a grant under Section 207 of Title II-A of the Economic Opportunity Act of 1964 from the Office of Economic Opportunity, Executive Office of the President of the United States, hereinafter referred to as OEO, said grant designated as CAP Grant No. 594; and

WHEREAS, pursuant to said grant, UPO and the Contractor on August 10, 1965, entered into an Agreement to establish a literacy training program in Washington, D. C.; and

WHEREAS, the parties agree that certain modifications in the program are desirable; and

WHEREAS, OEO has granted approval for the making of such changes;

NOW, THEREFORE, UPO and the Contractor do mutually agree as follows:

1. The description of the program as contained in the aforesaid Agreement is modified to provide that the Contractor may provide literacy instruction to functionally illiterate inmates of the District of Columbia Department of Corrections, in accord with the Memorandum of Understanding

among the District of Columbia Department of Corrections, the United Planning Organization, and the Institute of Educational Research which is attached hereto as Appendix A.

2. All individuals served pursuant to the aforesaid Memorandum shall be part of, and not in addition to, the candidates to be referred to IER pursuant to the Agreement. The costs incurred by IER in operation of the part of the program covered by the Memorandum shall be reimbursed by UPO as part of, and not in addition to, the budget contained in the Agreement.

3. All other terms and conditions of the aforesaid Agreement remain unchanged and in full force and effect.

IN WITNESS WHEREOF, UPO and the Contractor have executed this Agreement as of the date first above written.

INSTITUTE OF EDUCATIONAL RESEARCH, INC.

By Dr. Myron Woolman
Chairman, Board of Directors

and Dr. Myron Woolman
Project Director

UNITED PLANNING ORGANIZATION,

By
Chairman, Board of Trustees

and
Executive Director

Amendment No. 2 to the Agreement

PJ IJ Contract 1

Form UPO-112 Page No. 1 of 2 Pages

UNITED PLANNING ORGANIZATION
1100 Vermont Avenue, N. W.
Washington, D. C. 20005
659-1100

AMENDMENT OR EXTENSION OF AGREEMENT

Amendment No. 2 Date March 7, 1966

Contractor's Name Institute of Educational Research, Inc.

Contractor's Address 2900 - "M" Street, N.W. - Washington, D. C.

Agreement No. (if any) ____________ Agreement Dated August 10, 1965

Source of Funds (Agency, Grant No. and Effective Dates) OEO; DC CAP 594; 4/7/65-4/6/66

THE ABOVE AGREEMENT IS HEREBY AMENDED OR EXTENDED AS FOLLOWS:

(1) Paragraph # 2 of Appendix A is modified by adding, after the first sentence of said paragraph, the following:

> "UPO will arrange for the Contractor's staff to administer the Gates Oral Reading Test to all youths presently enrolled or enrolled prior to March 1, 1966 in the UPO Out-of-School Neighborhood Youth Corps Program, and who have not previously been tested by the Contractor under this agreement. UPO will advise all youth found eligible for the Contractor's Program to participate in "Treatment E", as part of the remediation to be supplied through the Neighborhood Youth Corps Program. As soon as possible, UPO will restructure its Job Conditioning Project to provide (cont. P. 2)

ALL OTHER TERMS AND CONDITIONS OF THE AGREEMENT REMAIN IN FULL FORCE AND EFFECT.

Institute of Educational Research, Inc.
Name of Contractor
By: Dr. Myron Woolman
Position: Chairman, Board of Directors

UNITED PLANNING ORGANIZATION,
By: F. B.
Position: Chairman, Board of Trustees
and: James G. Banks
Position: Executive Director

remediation for the youth involved in that project. Upon notification by UPO that the Program has been so restructured, the Contractor will make every reasonable effort to proceed in the testing and remedial training of the youth. If all other conditions as stated in this paragraph are fulfilled, eligible youth enrolled in the Job Conditioning Project will be enrolled in the Contractor's remediation program. Every effort will be made by both parties to ensure that testing and enrolling of youths in the Contractor's program under this provision take place before March 15, 1966, unless otherwise agreed upon".

(2) Paragraph 14 (b) 5 of Appendix A is amended to read as follows:

"Treatment E - At least 10 hours of literacy instruction per week will be provided to each student".

(3) Paragraph 14 (b) 3 is amended to read as follows:

"Treatment C - Those students will be entered into Literacy Instruction Program for a minimum of two hours per day. Students in this treatment may be used as sub-instructors in this program should the Contractor so determine, if funds are available from the Neighborhood Youth Corps or the Office of Economic Opportunity or from other sources. Students in this treatment may be any age (16 or over)".

(4) A new paragraph #20 is added to Appendix A to provide as follows:

"If a substantial number of enrollees are participating in the program on March 15, 1966, and are not scheduled to complete the program by the present termination date of this Agreement, UPO and the Contractor will seek OEO approval of such extension as may be necessary.

Amendment No. 3 to the Agreement

R.T. -I- Cena - 1

Form UPO-112

Page No. 1 of 1 Page

UNITED PLANNING ORGANIZATION
1100 Vermont Avenue, N. W.
Washington, D. C. 20005
659-1100

AMENDMENT OR EXTENSION OF AGREEMENT

Amendment No. 3

Date: April 7, 1966

Contractor's Name: Institute of Educational Research, Inc.

Contractor's Address: 2900 "M" Street, N. W., Washington, D. C.

Agreement No.:

Agreement Dated: August 10, 1965

Source of Funds: OEO:DC CAP 594:4/7/65-9/9/66

THE ABOVE AGREEMENT IS HEREBY AMENDED OR EXTENDED AS FOLLOWS:

1. The Agreement is extended through August 9, 1966.

ALL OTHER TERMS AND CONDITIONS OF THE AGREEMENT REMAIN IN FULL FORCE AND EFFECT.

Institute of Educational Research, Inc.,
Name of Contractor

By: Dr. Myron Woolman

Position: Director

UNITED PLANNING ORGANIZATION,

By: ________________________
Chairman, Board of Trustees

and: James G. Banks
Executive Director

APPENDIX A-3d

Amendment No. 4 to the Agreement

Form UPO-112

UNITED PLANNING ORGANIZATION
1100 Vermont Avenue, N. W.
Washington, D. C. 20005
659-1100

AMENDMENT OR EXTENSION OF AGREEMENT

Amendment No. 4 May 11, 1966

Contractor's Name: Institute of Educational Research, Inc.

Contractor's Address: 2900 M Street, N. W., Washington, D. C.

Agreement Dated: August 10, 1965

Source of Funds: OEO: DC CAP 594: 4/7/65-9/9/66

THE ABOVE AGREEMENT IS HEREBY AMENDED OR EXTENDED AS FOLLOWS:

1. The Agreement is hereby amended to provide that the Contractor may expend up to $7,500 to pay stipends to students participating in the program.

2. Stipends may be paid in accord with the following schedule:

$1 per day for two six-hour days of pre-testing.
$2 per day for 3 hours of instruction in APC Cycle I.
$ 12.50 per week for 15 hours of instruction in APC Cycle II.
$ 18.00 per week for at least 15 hours of instruction and student teaching in APC Cycle III.
$ 1.25 per hour for work as teacher aides.

3. The total amount payable under the Agreement is not increased by this Amendment. The money for stipends shall be obtained from unexpended funds within existing cost categories.

ALL OTHER TERMS AND CONDITIONS OF THE AGREEMENT REMAIN IN FULL FORCE AND EFFECT.

INSTITUTE OF EDUCATIONAL RESEARCH, Inc.,

By: Dr. Myron Woolman

Position: Director

UNITED PLANNING ORGANIZATION,

By: F. B. L

Chairman, Board of Trustees

and:

Acting Executive Director

APPENDIX B-1

LETTER FROM MR. MAURICE ADELMAN, JR.
TO MRS. NINA SMALL, DATED APRIL 14, 1965

UNITED PLANNING ORGANIZATION
OF THE NATIONAL CAPITAL AREA

April 14, 1965

Mrs. Nina Small, Administrative Assistant
Institute of Educational Research, Inc.
2226 Wisconsin Avenue, N. W.
Washington, D. C.

Dear Mrs. Small:

In preparing the proposed contract between the United Planning Organization and the Institute of Educational Research, I find that in order to prepare a contract for submission to you for your consideration I will need the following information. I am unable to find this information in the proposal as submitted and, therefore, am requesting your assistance in clarification.

1. A job description of the position of literacy counselor. We had discussed this matter during our telephone conversation on April 13, 1965.

2. Does IER consider those individuals in the control group (the so-called Treatment A) as constituting part of the approximately 500 individuals who will be part of the program? In the description of Treatment A it appears that control group will receive no literacy instruction. Elsewhere in the proposal it appears that all of the approximately 500 individuals in the program will receive such instruction.

3. Can IER set out in some detail the nature of the training which will be given the literacy instructors (See page 15, item 1, of the Proposal). That is, how many hours of instruction for those to be instructing in this program, what materials, if any, will be used in the instruction, etc.?

4. In Treatment D, the following language is used: "However, the APC Reading Program will be operated without use of standard mobility characteristics; trainees will obtain neither responsibility nor authority over others and will work on an individual-student basis."

a) Does this qualification apply only to Treatment D? If not, to what other treatments does this limitation apply?

b) What are "standard mobility characteristics" and what is their connection with other of the treatments (i.e. they appear not to be applied to Treatment D). Please set out this information in detail.

c) Will the trainees obtain responsibility or authority over others in others of the treatments? If so, which ones?

d) Will the trainees not work on an individual student basis in others of these treatments? In which treatments, will they not work on an individual student basis?

5. Are there names for the standard (1) screening, (2) pre-test, and (3) post-test which IER will administer? If so, what are they called? If not, how can they be identified?

Upon receipt of all of this information, we will incorporate it into the draft of the contract and shortly thereafter forward a copy of the contract to you. We would appreciate your answering each of these questions by the paragraph number and sub-section of this letter.

Sincerely,

Maurice Adelman Jr.

Maurice Adelman, Jr.

APPENDIX B-1a

MONTHLY REPORT - LITERACY INSTRUCTOR PROJECT

to

THE UNITED PLANNING ORGANIZATION

Period of Report: November 1 - November 30, 1965

MONTHLY REPORT - LITERACY INSTRUCTOR PROJECT

to

THE UNITED PLANNING ORGANIZATION
Dr. Hyman Frankel, Executive Deputy Director

From

THE INSTITUTE OF EDUCATIONAL RESEARCH
Gordon R. Carey, Project Director

Period of Report: November 1 - November 30, 1965

Summary of Activities

During the period of this report new trainees were enrolled in the church-school facilities in Washington, D.C. Continued observations were conducted in the church-school facilities, as well as the D.C. Department of Corrections. Specific activities included:

Testing of UPO Referrals
Literacy Instruction of UPO Trainees
Testing of Lorton Referrals
Literacy Instruction of Lorton Trainees
Observations of Instruction
Interim Testing
Establishment of Advisory Committee
Project Planning
Problems

Description of Actions Taken

Referrals from UPO for Testing

During the month of November, eighteen (18) individuals were referred by UPO Neighborhood Development Centers to IER for testing. Sixteen (16) of those individuals reported for testing, of which eleven (11) were eligible for literacy instruction. Of the eligible trainees, nine (9) were assigned to Treatment B and two (2) to Treatment E. Out of the eleven eligible trainees, eight (8) reported for literacy instruction at the church-school facilities.

Literacy Instruction in the D.C. Church-School Facilities

At the end of November there were thirteen (13) individuals enrolled in the literacy training program; nine (9) in Treatment B and four (4) in Treatment E.

Treatment B:

1. Six new trainees were enrolled in this class during November.
2. One trainee dropped out of class. This trainee was a pre-release individual from the D.C. Department of Corrections who was absent without authorization from the Department of Corrections and therefore, when apprehended, will be returned to jail.
3. Attendance is very regular in this class. The trainees, who have been in the program since the beginning, have attended an average of seventy (70) hours of instruction. The new trainee, enrolled on November 12, has attended class for thirty (30) hours; the remainder of the new trainees, enrolled on November 29, have attended four (4) hours of instruction.
4. Trainees are progressing steadily in this class. They are in various segments of Cycles I and II of the reading program.

Treatment E:

1. Two new trainees were assigned to this treatment at the beginning of November.
2. One trainee dropped out after obtaining full-time employment.
3. Because of other personal commitments and responsibilities the trainees' attendance in this class is sporadic. The one trainee receiving six (6) hours of instruction per day, has attended eighty eight hours of classes. The remaining new trainees have attended an average of eighteen (18) hours of literacy instruction.
4. Trainee progress in this class is steady, but at a slower pace. They are in various segments of Cycle I of the reading program.

Referrals from D.C. Department of Corrections for Testing

During November, only two (2) individuals were tested and assigned to literacy instruction at the Men's Workhouse.

Literacy Instruction on the D.C. Department of Corrections

At the end of November there were ninety-eight (98) inmates enrolled in the literacy training program. There were fifty-five (55) in the Men's Reformatory, twenty-four (24) in the Men's Workhouse and nineteen (19) in the Women's Reformatory.

Men's Reformatory:

1. Of the fifty-five (55) trainees enrolled, only three (3) have dropped out of class - one of his own volition, one because of social pressure from other inmates, and one was placed in solitary confinement for an indefinite period of time.

2. The trainees have attended an average of sixty-seven (67) hours of instruction. Attendance has been regular; and on a voluntary basis.

3. Trainees are progressing steadily and rapidly. All are in different segments of Cycle II.

Men's Workhouse:

1. Two new trainees were enrolled in this literacy class during November.

2. Of the twenty-four (24) inmates enrolled, only four (4) have dropped out of class - one on his own folition and three were released.

3. The trainees have attended regularly with an average of eighty-one (81) hours of instruction.

4. Trainee progress is more rapid in this class. The trainees are in the last segments of Cycle II and the first segments of Cycle III.

Women's Reformatory:

1. Of the nineteen (19) inmates enrolled, only three (3) have dropped out of class - one was released and two were sent to the D.C. jail.

2. Attendance in this class is also regular with an average of sixty-six (66) hours of instruction.

3. Trainee progress is also rapid and steady. They are in the last segments of Cycle II and the first segments of Cycle III.

Observations are conducted by Mr. Paul Barth, IER Research Assistant, every Wednesday at the D.C. Department of Corrections. Each class is visited on that day, and classroom procedures are observed. Miss Patti Lowery and Mrs. Naomi Henderson observed classroom procedures twice weekly at each of the church-school facilities in Washington, D.C. Dr. Myron Woolman, Principal Investigator, Mr. Gordon Carey, IER Project Director, and Mr. James Ford, IER Research Assistant, observed classroom procedures in each of the church-school facilities in D.C., as well as the Lorton complex, several times during the month of November.

Mr. William S. Taylor, IER Literacy Counselor, makes daily visits to each church-school facility in D.C. He ensures attendance of the trainees by visiting them at home or work and encourages them to continue in class, if they have been absent several days, Mr. Taylor also helps the instructors with many social problems that occur in the classroom.

Interim Testing

Due to the progress of the program, only the classes at the D.C. Department of Corrections were ready for interim testing during the month of November. Seventy-five (75) inmates were tested - forty-six (46) in the Men's Reformatory, fifteen (15) in the Men's Workhouse and fourteen (14) in the Women's Reformatory. After one additional test, to be given the first week of December, the final analysis of these tests will be conducted and results will be furnished as soon as possible.

Establishment of Advisory Committee

During the month of November, a Reading Improvement Program Advisory Committee was established. This committee consists of ten local leaders. (See Appendix A). These leaders were chosen because of their interests in literacy instruction and neighborhood problems, as well as their desire to do something about them. (See Appendix B for minutes of a luncheon meeting of this committee).

Project Planning

1. Within IER, a continuing series of conferences and discussions were held by Dr. Woolman, Mr. Carey and Mr. Ford, who was appointed to assist on the project covering planning, testing and operation of the project.
2. A conference is planned with all the instructors in the D.C. Department of Corrections to review the interim test results.
3. Plans are made to pre-test and enroll new inmates at the Lorton complex during the week of December 6.
4. Interim testing is being scheduled in the Washington, D.C. church-school facilities, after which conferences will be held with the instructors to discuss the test results.

Problems

The major problem encountered by the LI project has been that of recruitment of sufficient numbers of volunteers by the United Planning Organization. IER is currently in the process of preparing suggestions in this area for submission to UPO. Essentially, we will be making two requests:

1. A simplification of the recruitment techniques which would enable IER project staff to more directly participate in recruitment; and,
2. Modifications in the treatment groups. This is considered crucial since recruitment of trainees into any treatment other than one which permits a part-time job, has been virtually impossible.

APPENDIX B-1b

LETTER FROM MR. GORDON R. CAREY
TO MR. WILLIAM LAWRENCE, DATED JULY 28, 1965

July 28, 1965

Mr. William Lawrence
Office of Economic Opportunity
Room 541
1200 19th Street, N.W.
Washington, D. C.

COPY

Dear Mr. Lawrence:

I am writing in response to the June 28 letter from Mr. Richard Boone to Dr. Myron Woolman in which he requested information on the status of Demonstration Projects granted prior to April 1, 1965.

Dr. Woolman, Director of The Institute of Educational Research, directs three separate Office of Economic Opportunity Demonstration Projects.

First is the CAP Grant #594 awarded March 7, 1965 to the United Planning Organization, entitled The Literacy Instructor, A Vital New Job Area. The other two Demonstration Projects are components of the Model School Division of the District of Columbia schools. The two projects are covered by contract #2667 between the government of the District of Columbia and the Institute of Educational Research. The titles of these two projects are "A Test of the Basal Progressive Choice Reading Program for Developing Reading Skills in First and Second Grade Culturally Deprived Children," and "Effectiveness of The Accelerated Progressive Choice (APC) Reading Program on Literacy-Skill Development and Dropout Rate in The D.C. Public School System."

The Literacy Instructor - CAP Grant #594

This grant was awarded to the United Planning Organization on the 7th day of March, 1965 and became effective on the 7th day of April 1965 for a period of one year. Funds for this project have subsequently been transferred to the United Planning Organization.

As of this date the Institute of Educational Research has been unable to negotiate a contract with the United Planning Organization but we are hopeful that something will be able to be done shortly. As we have as yet not received funds we cannot perform the major services required under the grant. However, in preparation for the project about $10,000 has been expended by the Institute after the effective date of April 7 which has not yet been reimbursed.

IER is most anxious to begin project activities under this grant. We have been destressed by the endless delays in reaching an agreement with UPO. Attached you will find a letter dated January 13, 1965 from Mr. James Banks, Director of UPO, in which he indicates that the implementation of this grant was to begin shortly. However we have been involved in a seemingly endless series of technical and legalistic discussions which always seem to be at a point of closure, but never actually get there.

Model School Project

(1) Staff Development -
All staff positions for both Model School Projects were filled prior to June 30, 1965. It has not been necessary to revise or modify the staffing pattern in either project.

(2) Program Development -
While both these projects were scheduled to begin at the start of the spring semester, delays resulting primarily from problems between the United Planning Organization and the D.C. Government prevented us from negotiating our sub-contract with the D.C. government. Once this was cleared we were able to actually go into the schools in the first week of April.

Once the project had begun we encountered no further delays. The D.C. study has gone smoothly with excellent cooperation from the District of Columbia and all school personnel. Enclosed are two documents which spell out in considerable detail the activities carried on under these two grants. The first document is entitled "The Accelerated Progressive Choice Reading Program in The D.C. Public School System (A Report on the First Year of the Study)." This report is complete except for data analysis and evaluations which are currently underway. The second document is a copy of the project. "Implementation Plan" for the Basal Progressive Choice Project with primary students. All activities as outlined in this project plan have been concluded according to the schedule listed in the plan except for the last activity (#7). The report, data analysis and evaluations on this project are now in process. I should add that as there was little more than a month of actual instruction, we do not anticipate that the data will be more than suggestive.

(3) Participation Level -
The Accelerated Progressive Choice Project included 352 experimental students and 371 control students. The experimental students were assigned to three 6th-grade, two 7th-grade, two 8th-grade, four 9th-grade, one 10th-grade and two ungraded high school classes.

These classes were located in Bundy Elementary, Garnet-Patterson Junior High, and Cardozo High School. Students were from low income families, were predominantly Negro and of both sexes. The 371 control students were in three 6th-grade, two 7th-grade, two 8th-grade, three 9th-grade and two 10th grade classes. The classes were located in Banneker Junior High, Terrill Junior High, Perry Elementary and Dunbar High School. The control student population was essentially the same as the experimental population except that the Control students school settings suggest a slightly higher family income level.

The Basal Progressive Choice Project consisted of 317 experimental and 253 control children. The experimental children were first grade and Junior Primary students in the following schools;

Garrison School
Harrison School
Scott-Montgomery School

The control children were likewise first grade and Junior Primary students located in the following schools:

Gage School
Lewis School
Seaton School
Thompson School

Experimental and Control samples consisted of children of both sexes, predominantly Negro drawn from a low income population.

Our interactions in the Model School Projects were more favorable in many ways than we had anticipated in terms of teacher acceptance, principal cooperation and administration support. All things considered, the D.C. Model School situation offers an excellent framework for these two demonstration projects. In our considered judgment these projects should yield important data during the coming year.

I trust that this report meets with your satisfaction. If you desire further information please contact me.

Sincerely yours,

Gordon R. Carey
Research Coordinator

GRC/baw
Enclosures

LETTER FROM MR. GORDON R. CAREY
TO DR. SANFORD KRAVITZ, DATED JUNE 1, 1965

June 1, 1965

Dr. Sanford Kravitz
Presidents Task Force on
War Against Poverty
Embers Building
1200 19th Street, N.W.
Room 541
Washington, D.C.

COPY

Dear Sandy:

UPO has come up with a little problem of interpretation. It is in regard to IER Responsibilities (page 15 of the proposal, paragraph 2 at the bottom) under the Literacy Instruction Grant.

They interpret this paragraph to mean that students in APC will be required to read at the sixth grade level in order to be considered to have completed the program, unless they drop out. Our interpretation is that the 6th-grade achievement level is only one of the conditions for completion of the program.

UPO agreed that we should ask you for a clarification of this paragraph. A letter from you to Gary Bellow, such as the one enclosed would be helpful if it is in line with your interpretation.

Obviously, if we could guarantee a 6th-grade level there would be no need for the research.

Since this is one of the few remaining items holding up the contract, your prompt action would be very helpful.

In short, it is IER's responsibility to evaluate trainees after they have completed the entire program without guaranteeing their specific achievement level. It is our expectation that a high proportion will, in fact, meet the standard, but it is obviously impossible for us to guarantee the post-test performance of all students, who may be resistant, anxious, or non-cooperative in some way.

Sincerely yours,

Gordon R. Carey
Research Coordinator

Enclosure

APPENDIX B-2b

LETTER FROM MR. GORDON R. CAREY TO MR. MAURICE ADELMAN, JR., DATED APRIL 21, 1965

April 21, 1965

Mr. Maurice Adelman, Jr.
United Planning Organization
1225 Nineteenth Street, N. W.
Washington, D. C. 20036

COPY

Dear Mr. Adelman:

In reply to your letter of April 14, I will respond point-by-point to the various questions raised.

1. The duties of the literacy counselor are outlined in the proposal on page 15 under the heading, "The UPO Counselor Assigned to IER."

   The literacy counselor must:

   (a) be a high school graduate.
   (b) have two years of college or two years experience in social work or related work with underpriviledged persons.
   (c) be able to work well with people and have a deep interest in helping disadvantaged youth.
   (d) be able to understand the Accelerated Progressive Choice Reading Method.

   It is our understanding that UPO would prefer that IER hire the literacy counselor directly rather than have an UPO employee assigned to the project. We have no objection to hiring him ourselves.

2. No. The Control group (Treatment A) are not included in the 500 experimental trainees.

3. Yes. A "Summary" of the training plan was submitted as an addendum to the proposal. I am enclosing it again now. While we intend to follow this "Summary" in our training of instructors, we cannot be bound to it since contingencies might arise which could require changes or an extension of the training period.

4. (a) Yes. This qualification applies only to Treatment D.
   (b) "Standard mobility characteristics" refers to page 13 of the proposal, sub-heading, "The Upward Mobility Assumption." The mobility characteristics are detailed in that paragraph. Briefly, this reference is to what might be called the student-helper principle which is standard in APC, but which will not be incorporated into Treatment D.
   (c) Trainees will have responsibility and authority over others only insofar as the Reading Method calls for such responsibility as indicated in the paragraph entitled, "The Upward Mobility Assumption" on page 13. As "sub-instructors" or "student-helpers" they will be instructing others, and thus will have a degree of responsibility and authority.
   (d) In all of the Experimental treatments the trainees work on an individual student basis in a class situation at the beginning of the program. In Treatments B, C and E, however, the trainees interact with one another as sub-instructors, as indicated in the paragraph referenced to above on page 13, as they progress through the various phases of the training program.

5. The various tests to be administered do have names. However, it has not yet been determined which tests will be used. Some of the tests will be standard reading achievement and IQ tests such as the Stanford Achievement Test and the Otis IQ Test and others may be tests devised by IER such as the Social Effectiveness Evaluation Form.

I trust that this information satisfactorily answers your questions. If you have further questions please call me. We look forward to beginning this project as soon as possible.

If you do have further questions I think it might expedite matters if we could discuss them in person. I am available to come to your office as needed.

Sincerely,

Gordon R. Carey
Research Coordinator

P.S. I am also enclosing a copy of our letter to Mr. Paul Hart.

Enclosures

GRC/bb

APPENDIX B-3a

LETTER FROM MR. HAL WITT
TO MRS. JEAN CAMPER CAHN, DATED JULY 22, 1965

UNITED PLANNING ORGANIZATION
OF THE NATIONAL CAPITAL AREA

July 22, 1965

Mrs. Jean C. Cahn
10 Third Street, S. E.
Washington, D. C.

Re: UPO-IER Contract

Dear Jean:

This will record the substance of our telephone conversation of yesterday evening, and state UPO's position on the remaining problem.

You called to give me your response to my letter of July 17. You felt that the indirect costs item should remain at $13,780 instead of $13,605. I indicated that since the indirect costs item was stated to be 10% of direct costs, IER's indirect costs item should be 10% of its direct costs. You concluded that this was acceptable if Gary Bellow agreed. He has agreed.

You agreed to change the reference to paragraph 6 (a) (1) to refer to paragraph 7 (a).

You did not accept the requirement that UPO make all reasonable efforts to secure candidates in numbers required by the Contractor, but insisted that IER should have the right to determine when UPO has made reasonable efforts. I told you, and can now confirm, that this is unacceptable to UPO.

I think it is more than sufficient for us to agree to make reasonable efforts. That is all we were asked to do.

Please let me hear from you if there is anything further we can do.

Sincerely yours,

Hal

Hal Witt
Staff Counsel

cc: Mr. Gary Bellow
Mr. Edwin H. Seeger, Esq.

1225 Nineteenth Street, N.W. • Washington, D.C. • 20036 • Telephone: 296-6140

APPENDIX B-3b

LETTER FROM DR. MYRON WOOLMAN
TO MR. JAMES BANKS, DATED DECEMBER 23, 1965

December 23, 1965

Mr. James Banks
Executive Director
United Planning Organization
1100 Vermont Avenue, N.W.
Washington, D.C.

COPY

Dear Mr. Banks,

In the six week period beginning October 4, 1965, only 25 referrals were made to the Literacy Instructor Project from the United Planning Organization. Up to 250 students are being supplied by the Department of Corrections. As you know, the project design calls for a total of 500 trainees. It is apparent that without certain modifications neither UPO nor IER will be able to satisfy their contractual obligations in regard to this project.

Based on conversations with UPO staff members and functionally illiterate referrals to this project, and based on the small numbers of persons being referred to the project, we can conclude, as Dr. Frankel and Dr. Woolman originally anticipated, that certain of the treatment methods would not be useful for purposes of recruitment of and retainment of trainees. It is our understanding that virtually all of the persons referred to this project request that they be given part-time jobs along with their literacy training.

The Institute of Educational Research at this time requests that consideration be given to modification of the treatment groups described in the Contract and in the Proposal.

With the limited number of referrals being made we have been unable to effect any true randomization among treatments and as a consequence it will be extremely difficult to make any realistic evaluations of the performance of students within the various treatment groups.

The Literacy Instructor project, as you know, has three prime goals:

(1) The evaluation of the feasibility of creating a sub-professional group of Literacy Instructors from within the functionally illiterate population itself.

(2) An evaluation of the most feasible means of integrating a literacy program for dropouts into the job training aspect of the poverty program.

(3) A continued evaluation of the effectiveness of the Accelerated Progressive Choice Reading Program in developing literacy skills.

The speciric changes in the treatment groups are proposed as follows:

Treatment A - No change.

Treatment B - No change.

Treatment C - Eliminated.

Treatment D - No change.

Treatment E - To be changed as indicated below.

In accordance with the specific changes requested in Treatment "E" we believe the following language should be acceptable to all parties.

"Students will be entered into the literacy instruction program for three hours per day and will be given job training (under the auspices of and paid for by UPO). During the literacy program some of the students will start working as Literacy Instructors by teaching one hour per day at the completion of Cycle I of the program, two hours per day at the completion of Cycle II of the program, and three hours per day at the completion of Cycle III of the program. Payment of such instructors will be made at the rate of $1.25 per hour for every hour of actual literacy instruction performed, by UPO." Students also will be informed that at the conclusion of the literacy training program they may be entered into the job training program full-time or be made into full-time literacy instructors.

If these changes are made, all subjects in the present study would thus have simultaneous Neighborhood Youth Corps jobs (or other UPO employment) and literacy training, each for half a day. In addition to their NYC or UPO pay some students would receive incentive pay as literacy instructors during literacy training in addition to their part-time jobs; others would receive no pay other than the part-time jobs.

As students complete the literacy training there would be a number of options open to them. Among those options would be:

(1) full-time NYC employment and intensive job training based on the newly acquired reading skills

(2) placement in a full-time regular job (not NYC)

(3) placement as full-time teacher's aid under the NYC program

(4) referral to the United States Employment Service for apprenticeship tests and programs.

(5) return to school and retain part of full-time employment (NYC)

The information that we receive from UPO counsellors who are responsible for recruitment is that the literacy training program is attractive to many of the potential NYC recruits but that the lack of an assurance of an immediate part-time job is seriously hampering recruitment for this project. I believe that if we can make the modifications in the proposal referred to above and that if IER can be free to aid in recruitment, and that if the recruitment procedures can be somewhat simplified, then we will be able to train substantial numbers of students who will have upgraded employment capabilities and increased motivation to return to school.

Sincerely yours,

Myron Woolman, Ph.D.,
Director

c.c. Mrs. Jean Camper Cahn
Mr. Gary Bellow
Mr. W. Grinker
Mrs. Diane Sternberg
Dr. S. Kravitz
Dr. H. Frankel

MW:ng

APPENDIX B-4

MEMORANDUM FROM MR. GORDON R. CAREY
TO MRS. ANNE REID, DATED DECEMBER 2, 1965

COPY

MEMORANDUM
December 2, 1965

To: Mrs. Anne Reid, Acting Director for Manpower, UPO

From: Gordon R. Carey, Research Coordinator, IER

Re: Job Recruitment for the Literacy Instructor Project

At our last meeting, Barney Ross asked me to supply you with a projection of jobs required for the LI project which IER is carrying out under contract to UPO.

As you are aware, the contract calls for training at least 500 functionally illiterate persons in literacy skills through use of Dr. Woolman's Accelerated Progressive Choice Reading Program. Under a collateral agreement with the District of Columbia Department of Corrections, the Department of Corrections is supplying us with between 200 and 250 trainees.

Recruitment of NYC trainees has been painfully slow. We are currently in the process of formally requesting that UPO permit alterations in the recruitment techniques and in the structure of the various literacy training techniques called for under this project. We trust that these requested changes will make adequate recruitment possible.

If UPO and IER are both to fulfill their contractual obligations we will require a minimum of 200 and 250 part-time jobs during the duration of the project. Other full-time jobs will be required and the part-time employees must be able to transition into full-time jobs upon the completion of their literacy training.

I believe it is imperative that we schedule another meeting with you and Mr. Gee, as soon as possible, in regard to the availability of jobs.

c.c. Mr. James Gee, Acting Director, NYC, 1100 Vermont Ave., N.W.
Mrs. Diane Sternberg, UPO, 1100 Vermont Avenue, N.W.

GRC:ng

APPENDIX B-5

MEMORANDUM FROM MR. GORDON R. CAREY TO MRS. DIANE STERNBERG, DATED MARCH 31, 1966

MEMORANDUM

COPY

To: Diane Sternberg
United Planning Organization

From: Gordon R. Carey
The Institute of Educational Research, Inc.

Re: Literacy Instructor Project

Date: March 31, 1965

Certain of the treatment (training) groups in the Literacy Instructor Project were designed as paid treatments. To date the small number of enrollees has prevented us from utilizing randomization procedures and the establishment of the variety of treatment groups called for in the proposal.

The problem of sufficient numbers of referrals from United Planning Organization persists. A major causative factor may well be that the potential literacy recruit is put in the position of sacrificing financial reward in order to receive literacy training.

It is our intention at this time to put all current and future enrollees in this project into treatments which will pay them for at least a portion of their time. The contract between IER and UPO specifies that trainees will be paid at the rate of $1.25 an hour by UPO for working as sub-instructors within this program.

I think that the details of payment for these trainees should be worked out as soon as possible. Hopefully this change can facilitate easier recruitment, better retention and attendance.

GRC:dz

APPENDIX B-6

MEMORANDUM FROM MESSRS. GORDON R. CAREY AND IRWIN SCHPOK TO UPO COUNSELORS, DATED SEPTEMBER 27, 1965

THE INSTITUTE OF EDUCATIONAL RESEARCH, INC.

MEMORANDUM

COPY

To: UPO Counselors

From: Gordon R. Carey, Project Director
Irwin Schpok, Manager, Data Section

Date: 9-27-65

Subject: Screening Test and Referral Information

Each UPO counseling team is being provided with a supply of Gray Oral Reading Tests, and (Literacy Trainee Referral Forms.) These forms are necessary for referral of candidates to the Literacy Instructor project.

The referral system will work as follows:

1. During normal interview of applicant the counselor and applicant decide on Literacy Project as a possible placement.
2. Counselor completes Section I of Literacy Trainee Information Form from already collected information and by direct questioning of applicant on items not already covered.
3. Counselor fills out name and other information on the front of the Gray Oral Reading test as accurately as possible from what is recorded on trainee referral form.
4. Applicant is tested on the Gray Oral Reading Test under conditions described on page 4 of the "Manual of Directions for Administering Scoring and Interpretation."
5. Counselor evaluates results of test.
6. If applicant meets criteria of less than a sixth grade level as determined by the Gray Oral Reading Test, applicant will be referred to a "reading improvement" center according to the schedule which is supplied.
7. Counselor completes Section II of Literacy Trainee Referral Form.
8. Counselor (1) mails completed Form and Test to Gordon R. Carey,
   Institute of Educational Research
   2900 M Street, N. W.
   and (2) informs Mr. William Taylor, Literacy Counselor, by telephone of names of referrals prior to date on which candidate is to report for testing, (333-1505).

The direction manual has been modified so that information not directly related to the use of the test in this project is not confusing to the administrator. In order to maintain standardization the directions must be followed closely and accurately.

Gordon R Carey

APPENDIX B-7

LITERACY TRAINEE REFERRAL FORM

LITERACY TRAINEE
REFERRAL
FORM

I. PERSONAL INFORMATION

NAME ______ Last ______ First ______ Middle Initial ______ PHONE ______

ADDRESS ______

SEX: MALE ☐ FEMALE ☐ MARITAL STATUS: M ☐ S ☐ DIV/SEP ☐

RESIDENCY IN DISTRICT OF COLUMBIA ______ YRS. ______ MOS.

BIRTH INFORMATION

Date: YR. ______ MO. ______ DAY ______

Place: ______ City or County ______ State

EDUCATION (Circle highest level reached)

1 2 3 4 5 6 7 8 9 10 11 12

SPECIAL TRAINING (Describe) ______

EMPLOYMENT HISTORY (Most recent job first)

1. ______ Employer ______ City and State ______ Dates (YRS and MO)
   ______ Type of work (Brief Description)
2. ______ Employer ______ City and State ______ Dates (YRS. and MO.)
   ______ Type of work (Brief Description)
3. ______ Employer ______ City and State ______ Dates (YRS. and MO.)

II. SCREENING AND PLACEMENT INFORMATION

ORAL READING TEST SCORE ______

OTHER BASIS FOR REFERRAL (Describe) ______

EYE EXAMINATION: Not Required ☐ Should be checked ☐

REFERRED TO: ______ Center

FOR PRE TESTING ON ______ Date (see Schedule)

REFERRED BY: ______ Counselor Signature

DO NOT WRITE BELOW THIS LINE

III. PLACEMENT OF APPLICANT (IER USE ONLY)

SAT READING AVERAGE SCORE ______

CATEGORY A	CATEGORY B		
I ☐	A ☐	1 ☐	
II ☐	B ☐	2 ☐	Date: ______
III ☐	C ☐	3 ☐	Initial: ______
IV ☐	D ☐	4 ☐	
	E ☐	5 ☐	

DATA CODE

☐

© INSTITUTE OF EDUCATIONAL RESEARCH, INC.

DCF-10a (9-65)

APPENDIX B-8

READING IMPROVEMENT PROGRAM ADVISORY COMMITTEE

THE ESTABLISHMENT OF A REPRESENTATIVE NEIGHBORHOOD ADVISORY COMMITTEE IN ACCORDANCE WITH THE SPIRIT OF THE GUIDE LINES LAID DOWN FOR COMMUNITY ACTION PROGRAMS UNDER THE ECONOMIC OPPORTUNITY ACT OF 1965 AMENDED.

THE INSTITUTE OF EDUCATIONAL RESEARCH, INC.
2900 M Street, N. W.
Washington, D. C. 20007

MYRON WOOLMAN
DIRECTOR

333-1505

October 14, 1965

READING IMPROVEMENT PROGRAM ADVISORY COMMITTEE

PURPOSE: To coordinate with local individuals, public and private agencies in the community, in order to: 1) recruit unemployed school dropouts between the ages of 16 and 22 not having a reading knowledge above the fifth grade, 2) help delinquent and illiterate boys and girls in our neighborhoods to amend their ways by raising their living standards, educationally, economically, socially and morally, and 3) mobilize local neighborhood leadership (from within) to search for young delinquents and encourage them to enroll and complete our Reading Improvement Program, which will substantially improve their reading levels, so that they may become self-sustaining and be eligible for more productive and higher paying employment.

MEMBERSHIP: The Reading Improvement Program Advisory Committee shall consist of ten (power and prestige) local lay leaders, chosen because of their concern for common neighborhood problems and a desire to do something about them. Not only have they been selected on the basis of their demonstrated abilities, but throughout the years, they have shown sympathetic insight, love and understanding for the unmet needs of those on the bottom rung of the socio-economic ladder -- those whose needs have been so systematically and so callously ignored in the past.

The ten members selected by the Literacy Counselor are:

1. Rev. Henry Miles, Pastor .... Third Baptist Church
2. Rev. T. Alexander Crawford, Pastor .. Mt. Joy Baptist Church
3. Rev. Ezerard Hudson Hughes, Pastor .. Mt. Jezreel Baptist Church
4. Rev. J. D. Foy, Pastor ... Asbury Methodist Church
5. Rev. Darneal Johnson, Jr., Pastor .. Mt. Sinai Baptist Church

6. Mr. William B. Cook, Carto Technician, Special Maps, Interior Dept.
7. Mrs. Irene S. Powell (housewife), Retired School Teacher
8. Mrs. Alma Hawkins, President, Interdenominational Ushers' Union
9. Mr. W. Harold Smith, Counselor, Cardoza Employment Center
10. Mr. Samuel Graham, President, Southeast Civic Association

APPENDIX B-9

Excerpt from

MONTHLY REPORT - LITERACY INSTRUCTOR PROJECT

to

THE UNITED PLANNING ORGANIZATION

Period of Report: January 1 - January 31, 1966

Descriptions of Actions Taken

Meetings with UPO

On January 11, 1966 a meeting was held at UPO with the following individuals attending:

Mr. William Grinker, UPO
Mrs. Diane Sternberg, UPO
Dr. Edith Grotberg, IER
Mrs. Jean Cahn, IER
Mr. Gordon Carey, IER
Mr. James Ford, IER

The discussion during the meeting concerned:

1. Changes in the contract as related to the number of hours of instruction per day and the redifinition of certain treatment groups;
2. screening all the NYC trainees over a two or three day period in order to locate potential literacy trainees.

Arrangements are now being made to alter certain of the treatment groups and form literacy classes for two hours per day in order to include the new NYC trainees that are eligible for literacy instruction.

During the January 11 meeting it was understood that the NYC Counsellors would do the testing of the NYC enrolles with the Gray Oral Reading Test. However, at a meeting with Mr. James Ghee and Miss Iris Rache on January 18, 1966, we were told that the NYC Counsellors could not administer the Gray Oral Test and that the contemplated mass testing would not be possible. Screening of the NYC trainees with the Gray Oral began January 28, on a catch-as-catch-can basis. The test was administered by IER personnel. The initial understanding was that approximately 50 to 100 NYC enrollees would be meeting for rapid testing by the counselors, with IER assisting when necessary, over a two or three day period.

Referrals from UPO for Testing

During the month of January, five (5) referral forms were sent by UPO Neighborhood Development Centers to IER. However only one individual reported for testing during the month. This individual did not report to a literacy instruction class.

Literacy Instruction in the D. C. Church-School facilities

There were no new trainees assigned to either treatment B or E during the month of January. Attendance of those trainees presently enrolled has been regular, and no one has dropped out of the program.

UNITED PLANNING ORGANIZATION
OF THE NATIONAL CAPITAL AREA

PJ-A-LI-Comt.

September 29, 1965

Mr. Gordon Carey, Research Coordinator
Institute of Educational Research, Inc.
2900 M Street, N.W.
Washington, D.C. 20007

Dear Gordon:

In my judgement the training of the prison counselors and the testing of the prisoners is fully consistent with the intent of the Literacy Instructor project. Although we have not yet received official notification from OEO, in the interest of maintaining all due speed, I feel it is best for IER to go ahead and do preliminary work necessary so as to facilitate the actual training. On receipt of an official authorization from OEO we will give you their decision as to whether the actual literacy training should be undertaken.

Sincerely yours,

Hyman H Frankel

Hyman H. Frankel
Deputy Director

HHF/rcd

1225 Nineteenth Street, N.W. • Washington, D.C. • 20036 • Telephone: 296-6140

APPENDIX C-1

COPY OF RECRUITMENT POSTER

IF YOU ARE 16 to 22..... AND NOT IN SCHOOL

MAKE

JOIN READING IN HIGH GEAR

MONEY

AND GET MONEY AS YOU GET AHEAD

AS YOU

LEARN

TO GET IN

GO: SATURDAY OR MONDAY 9:30 AM
TO: E.C. SMITH YOUTH CENTER of the
METROPOLITAN BAPTIST CHURCH
1225 R ST, NW (Near 13th)

OR CALL READING 333-1508

SPONSORED BY UNITED PLANNING ORGANIZATION AND INSTITUTE OF EDUCATIONAL RESEARCH, INC.

APPENDIX C-2

RECRUITMENT FLYER

ACTION IS NEEDED NOW: A UNIQUE OPPORTUNITY TO IMPROVE READING SKILLS

READING IN HIGH GEAR, a literacy intruction program for poor young men and women between the ages of 16 and 22, is being offered from the present until August 1. Any youngster reading below fifth grade level is qualified and will profit from the course, which is specifically geared to functionally illiterate adolescents and adults.

The course is being offered five days a week for three hours each day. To facilitate regular attendance and minimize conflicts with part time jobs, students will receive a stipend of $2 per session.

The method being used is called Accelerated Progressive Choice. Assuming that the student has no firm reading knowledge, it takes him through a carefully planned, programmed sequence where sound and word discrimination, pronunciation, writing, spelling and understanding are all intertwined in a meaningful pattern. The student progresses through small steps, finding out immediately if his responses are correct or not He must master each stage before proceeding to the next one. In this manner, we are able to lead a functional illiterate to literacy in about 150 hours of class work. At the completion of the program, the student will be reading material at the eighth grade level.

A vital aspect of the method is increasing the self-esteem of the student. As he progresses in his work, he discovers, sometimes for the first time in his life, that he is upwardly mobile. He not only finds himself learning what he thought was hopeless, but is able to help others learn. By the end of the program, he should be spending a fair amount of his time teaching others to read. It is our hope that some of our students will become paid instructors in teaching the method after they themselves have completed it. For this unique and highly promising aspect of the method to operate, we must have classes of at least 10, preferably 15 or 20 students, although they need not all begin at the same time.

If you have youngsters who you think are eligible for the program, please urge them to come for more information about the program and for testing to:

E. C. Smith Youth Center
of the Metropolitan Baptist Church
1225 R Street, N. W.

Saturday or Monday 9:30 A. M.

For more information, contact Mrs. Viviane Scott - 333-1505 or
2900 M St., N. W. 244-6842 until
Wash., D. C. 20007 9 P. M.

This program is sponsored by the United Planning Organization and The Institute of Educational Research.

APPENDIX C-3

SPOT ANNOUNCEMENT FOR RADIO

THE INSTITUTE OF EDUCATIONAL RESEARCH, INC.
2900 M Street, N.W.
Washington, D.C. 20007
333-1505

Myron Woolman, PH.D.
Director
Edith Grotberg, Ph.D.
Associate Director for Research
E. Robert Adkins, Ph.D.
Director of Measurements & Evaluations

Gordon R. Carey
Executive Associate Director
Nina Small
Administrator

MAY 27, 1966

SPOT ANNOUNCEMENT

DO YOU WANT TO READ BETTER
AND GET ON THE RIGHT ROAD TO SUCCESS?
IF YOU ARE 16 TO 22
AND YOU ARE NOT IN SCHOOL
WE ARE TALKING TO YOU
YOU CAN LEARN TO READ BETTER
AND EARN MONEY WHILE YOU DO.
FOR MORE INFORMATION CALL READING AT 333-1508

APPENDIX C-4

MEMORANDUM REGARDING RECRUITMENT

MEMORANDUM

COPY

TO Viviane Scott

FROM Margo Barnett

RE Publicity for Literacy Instructor Project

DATE June 1, 1966

On Thursday May 26, a 15 minute interview was taped on station WUST which was played on that station on Sunday May 29, at 1 P.M. Information about the summer literacy project was stressed and several questions concerning the history of IER answered. Also on Thursday, a commitment was obtained from the editor of the Afro-American newspaper, Mr. James D. Williams. He will furnish a reporter and a news photographer to IER on Monday June 6 to go to Lorton Reformatory to observe the program there and write a feature story for the coming edition of that paper.

On Friday, May 27, WOL radio consented to run a 30 second recording for a period of ten days which gives information about the program and a telephone number to call. (It was reported to me that the phone number had been jumbled on the recording whereupon I called the station and Mr. Dewey Hughes promised to rectify the error. Also the C&P Telephone Co. consented to give out the right number because the jumbled number has been disconnected.) Mr. Cliff Holland of WUST has promised to publicize the project. (I shall check to determine if this is being done.) At the United House of Prayer for All People, Bishop Lightfoot Solomon Micheaux (the "Happy Am I" preacher), I was received by his assistant, Mrs. Ways who intends to personally contact the many young people of that congregation in an effort to recruit the needy ones for the program.

On Wednesday June 1, I have an appointment to see the assistant to Bishop Smallwood Williams of Bibleway Church. I fully intend to make as many church contacts as possible (concentrating on the "ghetto churches") because it is felt that these contacts will afford the greatest number of responses.

NEWSPAPER ARTICLE

The Washington Post

REPRINT THE WASHINGTON POST Sunday, March 20, 1966 L3

Inmates Learn to Read—and to Find Themselves

Psychologist's Course Helps Illiterates

By Leonard Downie Jr.
Washington Post Staff Writer

If a man cannot read or write adequately, is he more likely to become a criminal than those who can?

Officials at the Lorton Reformatory say yes, and they are trying to teach functionally illiterate inmates to read, using a new technique developed by a Washington psychologist.

Tests administered to the convicted felons when they arrive at Lorton show that more than 30 per cent of the 1200 prisoners are functionally illiterate.

"They all can read a little," Lorton psychologist Harold Hemming explained. "But they could never fill out a job application, for instance, or qualify to enter the fifth grade at an elementary school."

Not only would they find it difficult to get jobs, Hemming said, but "many illiterates feel alienated from the rest of society. Their illiteracy may well be one of the reasons they wound up breaking the law."

"Some educators say that if a man learns to read, he becomes somebody," added Stanley A. Knupp, Lorton's assistant superintendent. So the reformatory's school has set out to teach inmates how to read.

Last October the school began a remedial reading course developed by Washington psychologist Myron Woolman of the Institute for Educational Research. Woolman's technique shows illiterates how to make and recognize the sounds of each letter of the alphabet, then how to put them together into words and sentences.

"We have to experiment because we are working with people that conventional methods in public schools have already failed to reach," Knupp said.

Hemming said the range of intelligence among the inmates is near that of the general population.

Yet most of them left school after the tenth grade and half could not do the school work of a sixth grader now.

Several inmates, for instance, have tested IQs of 110 or more—somewhat above average—and yet they belong in the fourth or fifth grade of school.

"They failed school and the school system failed them," Hemming said. "Our biggest problem is trying to motivate them now, in prison, to go back to school again."

The most pleasant looking building on the Lorton grounds is the school—a modern, brick building with indirect lighting, bright paint and a roomy, 15,000-book library. Its doors are never locked.

Prisoners who go to school get extra prison pay and are given passes to go between their dormitories and the school and library. They are not shepherded by guards, as are the work details.

Day classes, besides the three for remedial reading and writing, include elementary school English, arithmetic, science and a dozen "social education" courses such as home finance, current events and sex psychology.

About 400 inmates attend one or two of the hour-long classes each day. The subjects are taught by the school's principal and two full-time teachers, as well as by some inmates.

"We need more professional teachers," Knupp said, "the type of professionals who have special techniques to encourage these men to learn."

APPENDIX C-6

NEWSPAPER ARTICLE

The Washington Afro-American

REPRINT

Afro Feature Page

THE WASHINGTON AFRO-AMERICAN, JUNE 11, 1966

NEW REMEDIAL READING PROGRAM

It wasn't the proverbial red-brick school house. Neither was it surrounded by rolling country meadows where the classical school house is usually found.

Actually, it's a modern, one story school, and it is located in the Lorton (Va.) Reformatory for Men.

Since October, 1965, when the Office of Economic Opportunity (OEO) granted $150,000, prisoners serving time from 1 to 30 years and who were functionally illiterate have been learning how to read for the first time.

Meanwhile in the District, a similar reading program to help residents is now in progress, but it is not in high gear.

* * *

NEEDED, ACCORDING to Gordon R. Carey, associate director of the Institute of Education Research and director of the literacy instructor project, are school dropouts, between the ages of 16 and 22 and in the low income bracket.

"We'd like to get at least 100 enrolled in our course in the next couple of weeks," Carey said hopefully. Presently there are only about 20 District residents enrolled in the remedial reading program.

Inmates in Lorton, however, have outdone those on the outside in their ambition to improve upon their reading ability.

* * *

RONALD ARGELANDER, who supervises that part of the program involved with the inmate says that most of the 250 prisoners, including 25 from the women's reformatory will have raised their reading skills by at least two grade levels before the program ends in August.

Argelander circulates from classroom to classroom making sure that the inmates are using the instructor's manual the same one he uses — correctly.

Before entering a classroom of blue uniformed inmates, David McMaster, supervisor of academic education, explained as he stood in the school's hallway that the prison has had an academic program since 1946. The present program, however, is unique in that never before have inmates acted as bonafide instructors.

The thought behind such a program is not only to teach basic reading skills but in the process to give an incentive to students by offering them a chance to teach once they have learned the material.

And according to Argelander, many of the inmate-instructors, most of whom did not enter the sixth grade, have a motivation greater than many teachers working for pay on the outside.

"I FIND nothing wrong with this program except that a man doesn't have enough time to learn," commented one ambitious inmate.

He had just finished a blackboard exercises in which he had been called upon to write simple, one syllable words which for years he had spoke but never spelled. He was also one of the three students in an informal group led by an inmate - teacher who himself was at the same reading level a few weeks earlier.

To qualify for the program in Lorton, a man must be functionally illiterate (which means that he has considerable, difficulty in basic reading skills) and be willing to give up the time of a three-hour-a-day, five-day-a-week classroom.

* * *

FOR THOSE in the District, the requirements are aimed at educating the high school dropout, more exact, the mother at home with a family or the young man running up against educational barriers in his quest for a job.

The teaching methods involve using student-instructors who stress in the classroom the relationship between the sounds of a word and its meaning.

In phonics, as the method is practiced in the remedial reading program, written syllables are shown to the student and he pronounces them associating the sight of the letters with their sound.

In the next stage, syllables are put together into simple words, and finally into more difficult words.

* * *

ACCORDING TO Carey, the methods used in the program are used today in many school systems to shore up existing reading programs.

The latest being in Prince Edward County, Va. where the county decided to close their schools rather than integrate causing many students to fall behind in their reading skills.

Classes for those in Washington are given twice a day, 9-12 a.m. and 4 to 8 p.m., five days a week

One need not stay the entire time, since the classes are conducted on an informal basis and are designed to meet the needs of the students.

Students are also given a small stipend while attending to cover their expenses.

For further information, those interested may call 333-1508, or report either Monday or Saturday, at 9:30 a.m., to either the E. C. Smith Youth Center, 5th and E St., SE, or the **Metropolitan Baptist Church, 1225 R St., NW.**

APPENDIX C-7

Excerpt from

MONTHLY REPORT - LITERACY INSTRUCTOR PROJECT

to

THE UNITED PLANNING ORGANIZATION

Period of Report: June 1 - June 30, 1966

Since June was the final month for enrolling trainees in the Literacy Instructor Project, the emphasis of activity centered on recruitment.

In order to implement as full-scale a recruitment effort as possible, two additional personnel were assigned to this activity. Miss Margo Barnett, employed by IER, devoted full time for three weeks to recruitment. Mr. Ralph Durham, hired to fill a Literacy Counselor position, devoted the major portion of his time to recruitment also. These two people are in addition to Mrs. Viviane Scott, Literacy Counselor, working part-time, who devoted a major portion of her efforts to recruitment.

Miss Barnett contacted personally the following:

Radio Station WUST - where an interview was taped and played
Radio Station WOL - Spot announcements were carried for one week
Afro-American - newspaper - reporters visited the project at Lorton Reformatory and published article.
United House of Prayer for All People
Bibleway Church
Springfield Baptist Church
Third Baptist Church
Lincoln Temple
Church of God
Rising Mt. Zion
Friendship Baptist Church
Neighborhood Development Center #1
Neighborhood Development Center #2
Far Northeast Neighborhood Development Center
Near Northeast Neighborhood Development Center
Fellowship House
Urban League Youth Department
Community Youth Council
Howard University Center for Youth Studies
National Training School for Boys
Twining School

Mr. Durham personally contacted the following:

Neighborhood Development Center #1
Neighborhood Development Center #3
Near Northeast Neighborhood Development Center
Southeast Neighborhood House
Southwest Neighborhood House
Northwest Settlement House
National Training School for Boys
Eight Block Captains

Mrs. Scott was a guest speaker at meetings held by the Southeast Neighborhood House; USES for employment counselors and neighborhood workers; and The Inter-Agency Services Conference, presided over by Zenobia Harte, of The Juvenile Court.

APPENDIX D-1

MEMORANDUM FROM MR. JEROME S. BERNSTEIN TO DR. MYRON WOOLMAN, DATED NOVEMBER 26, 1964

THE INSTITUTE OF EDUCATIONAL RESEARCH, INC.
2226 WISCONSIN AVENUE, N. W.
WASHINGTON, D. C. 20007

MYRON WOOLMAN
DIRECTOR

333-1505

MEMORANDUM

COPY

TO: Director, IER

FROM: Research Coordinator

SUBJECT: Recommendations with regard to effective experimental test of the Accelerated Progressive Choice Reading Program in a Community Action Program (CAP) context.

DATE: November 25, 1964

In view of my memorandum of November 23rd reporting a phone conversation with Sandy Kravitz in which I related his concern for an effective test of the APC Reading Program in a CAP context, I feel a requirement to spell out to you my views with regard to a test of the reading program in a CAP context.

Based on my observations in various CAP centers around the country which I have visited over the past six months, the following points represent my overall analysis of the use of literacy programs in the CAP context:

1. There has seldom, if ever, been a recognition by CAP Administrators in depth of the relevance of literacy skills to the acquisition of employment skills. As a result CAP Administrators have "gone along" with the notion of instituting a literacy training program more than being firmly committed to the concept that basic literacy skills are necessary for comprehensive job training and job placement.

2. Although some CAP Administrators may have some commitment to the need for providing literacy training for CAP clients, more often than not this commitment is not communicated down through the organizational lines of communication so as to effect coordinated support of such a program by all of the various staff members who may be directly or indirectly involved. Thus, for example, in a Work Crew Program one observes the fact that the counselors and job training personnel view such a program not as one unified program with a combined objective, but rather as two separate programs with two objectives, the literacy (or "remedial" as it is called by Center personnel) is viewed by counselors and job training personnel as something their kids are supposed to do but not as something that is vital to the effective acquisition of functional job skills. Thus counselors and job training personnel seldom have encouraged their clients to attend the literacy training program with any regularity. Although regular

attendance has been stressed in terms of job training programs it has for the most part been ignored in terms of the literacy training program. Literacy instructors often find themselves with less than 50% of the group attending the program with any consistency. Often they have had to physically go get students to come to class. I have received numerous complaints from instructors as to the lack of support of other personnel with regard to the literacy arm of a work-training program.

3. Without exception, not a single program we have participated in in any CAP has begun along the lines outlined prior to initiation of the project. Not a single one ultimately provided the full physical requirements, staff support, or other ingredients which had been determined as minimally necessary for an effective program. Such problems as excessive noise level, inadequate testing by Center staff, poor lighting, lack of essential materials such as blackboard and even paper and pencils have not been unusual.

4. There has been more than one incident of open and direct staff interference with the effective operation of literacy training programs and other personnel within the Centers have expressed concern with such behavior.

5. It has not been unusual to find students who were making excellent progress in the reading program and were highly motivated to complete the program suddenly removed from the program and placed on a job without any provisions made for them to complete the program within the previously proscribed time allotted for completion of the program. Quite often these individuals have been placed in menial-type jobs such as janitorial jobs when other staff members felt the individual was capable of much higher job function potential. Such a policy in some instances has been followed over the express objections of the literacy instructor. In at least three instances I have had clients who had been informed that they were going to be placed in a job tell me that they would refuse to work so that they could complete the literacy program.

6. In some instances even when the staff personnel involved wished to effect a well functioning program, I have been repeatedly informed that the administrative structure within the agency was not conducive to effective operation of the program. For example, in one CAP the program was coordinated (at the direction of the Administrator) by the person in charge of testing although there was a separate educational department within the agency. When some relatively minor problems arose I was informed that the problems could not be eliminated because the person responsible for coordinating the literacy program did not have any authority with the education department and that the education department was indifferent, if not negative, to the program.

Based on these and other observations, I am of the opinion that an effective test of the Accelerated Progressive Choice Reading Program is not feasible under present conditions in a CAP context. I consider this matter to be serious and one which merits your immediate and personal attention. I recommend that you and I discuss this problem at your earliest convenience to ascertain what requirements are necessary in order to effectively test the APC Reading Program in a CAP context.

Jerome S. Bernstein

Jerome S. Bernstein
Research Coordinator

JSB/bb

APPENDIX E-1

DIRECTORY OF UNITED PLANNING ORGANIZATION'S OPERATION AND AFFILIATE PROGRAMS

DIRECTORY

OF

UNITED PLANNING ORGANIZATION'S
OPERATION AND AFFILIATE PROGRAMS

Public Information Office
United Planning Organization
1100 Vermont Avenue, N.W.
Washington, D.C. 20005

June, 1966

TABLE OF CONTENTS

		Page
I	UPO Administrative Headquarters	2
II	Neighborhood Development Programs and Components	2
III	UPO Central Research	4
IV	UPO Affiliate Programs (Headquarter Offices)	5
V	Suburban Program Development Offices	7

UPO Administrative Headquarters
1100 Vermont Avenue, N.W.
Washington, D. C. 20005
659-1100

Neighborhood Development Programs & Components

NDP #1 (HEADQUARTERS)
1507 9th Street, N.W.
659-1100 Ext. 551-559

Branch Offices:
Credit Union
1554 8th Street, N.W.
462-2663 or 462-6121

Consumer Action
632½ O Street, N. W.
659-1100 Ext. 551-559

Legal Services
1411 9th Street, N.W.
387-2500

Employment (Manpower)
1000 U Street, N.W.
483-2663

NDP #2 (HEADQUARTERS)
2435 14th Street, N.W.
659-1100 Ext. 561-569

Branch Offices:
Legal Services
2435 14th Street, N.W.
265-1955

Credit Union
2418 14th Street, N.W.
667-6223

NDP #3 (HEADQUARTERS)
3308 14th Street, N.W.
659-1100 Ext. 571-579

Branch Offices:
Welfare
3308 14th Street, N.W.
462-0770

Legal Services
3308 14th Street, N.W.
462-4383

Branch Offices: NDP #3 (Cont.)
Decentralized Community Organization
3332 Georgia Avenue, N.W.
659-1100 Ext. 485-486

Credit Union
3308 14th Street, N.W.
387-4441

URBAN LEAGUE NDP (HEADQUARTERS)
1009 New Jersey Avenue, N.W.
628-5727 or 628-9522

Branch Offices:
On-the-Job Training
1009 New Jersey Avenue, N.W.
628-4689

Housing
1307 New Jersey Avenue, N.W.
232-8588

Family and Child Services
1302 New Jersey Avenue, N.W.
265-7204

Legal Services
1302 New Jersey Avenue, N.W.
234-2924

Employment (Manpower)
220 K Street, N.W.
638-0582

Small Business Development Center
913 New Jersey Avenue, N.W.
659-1100 Ext. 547

Manpower Information
1714 14th Street, N. W.
667-6434

FRIENDSHIP NDP (HEADQUARTERS)
619 D Street, S. E.
547-8880

Branch Offices: Friendship NDP (Cont.)

Credit Union
520 8th Street, S. E.
543-5430

Legal Services
920 Penn. Avenue, S. E.
544-0650

Health Aid
400 L Street, S. E.
543-3753

Community Organization
918 Penn. Avenue, S. E.
544-1366

Branch Community Organization
1001 5th Street, S. E.
544-5477

Emergency Food and Clothing
1354 Penn. Avenue, S. E.
543-3344

Employment (Manpower)
515 8th Street, S. E.
544-4772

Youth Opportunities
515 K Street, S. E.
547-2721 or 547-7421

SOUTHEAST NDP (HEADQUARTERS)

2263 Mount View Place, S. E.
582-7700

Branch Offices:

Emergency Food and Clothing
3321 18th Street, S. E.
582-7700

Small Business Development Center
2840-B Alabama Avenue, S. E.
548-4600

Family and Child Services
1241 A Street, Good Hope Rd.
583-3200

Branch Offices: Southeast NDP (Cont.)

Community Organization
2027 Nichols Avenue, S.E.
582-7700

Legal Services
1200 U Street, S. E.
584-8803

Consumer Action
2027 Nichols Avenue, S. E.
582-7700

Community Organization
3310 18th Street, S. E.
561-7100

Community Organization
2645 Birney Place, S. E.
582-7700

Community Organization
1918 Nichols Avenue, S. E.
582-7706

Employment (Manpower)
1918 Nichols Avenue, S. E.
582-7700

The Bridge (Coffee House and Cultural Center)
2027 Nichols Avenue, S. E.
581-8155

FAR NORTHEAST (HEADQUARTERS)

622 Division Avenue, N.E.
397-1104

Branch Offices:

Consumer Action
624 Division Avenue, N. E.
397-1104

Branch Offices: Far Northeast NDP (Cont.)

Credit Union
4059 Minnesota Avenue, N.E.
396-7700

Small Business Development Center
704 51st Street, N.E.
399-7100

Near Northeast NDP (HEADQUARTERS)

418 Florida Avenue, N.E.
547-7202

Branch Offices

Hospitality House
511 K Street, N.E.
546-0800

Legal Services
1343 H Street, N.E.
399-6431

Community Organization
511 K Street, N.E.
546-0800

Consumer Action
511 K Street, N.E.
546-0800

Credit Union
516 H Street, N.E.
543-5131

Family and Child Services
1809 Benning Road, N.E.
397-2400

Employment (Manpower)
516 H Street, N.E.
543-5131

Southwest NDP (HEADQUARTERS)

1307 S. Capitol Street, S.W.
544-2510 -1-2

Branch Offices:

Community Organization
1307 S. Capitol Street, S.W.
544-2510 -1-2-3

Legal Services
201A N Street, S.W.
544-2435

Credit Union
201A N Street, S.W. (Temp.)
544-2434

Consumer Action
1307 S. Capitol Street, S.W.
544-2511

Congress Heights NDP (HEADQUARTERS)

3511 Wheeler Road, S.E.
561-6500

Branch Offices:

Consumer Action
4200 Wheeler Road, S.E.
561-5900

*All UPO components are located within the NDP headquarters unless noted.

UPO Central Research

2000 P Street, N.W.
659-1100 Ext. 541-544, 589-599

UPO Affiliate Programs (Headquarter Offices)

Howard University Center for Youth and Community Studies
603 Howard Place, N.W.
DU 7-6100 Ext. 294

Pre-College Training Demonstration Project (Upward Bound) 1100 Vermont Avenue, N. W.
659-1100 Ext. 315

Institute of Educational Research
2900 M Street, N. W.
333-1505 (Remedial Reading)

Child Day Care Association
420 D Street, S.E.
547-5577

Group Family Foster Homes Program
1100 Vermont Avenue, N. W.
659-1100 Ext. 308

Model School Program (HEADQUARTERS)
Georgia Avenue, & Euclid Street, N.W.
Room 6
629-4642

Branch Office:
1000 U Street, N. W.
483-2620-1, 2, or 3

WETA-TV (educational)
2600 4th Street, N. W.
387-1300

Cultural Arts
1100 Vermont Avenue, N.W.
659-1100 Ext. 204

S.E. Community Playhouse
1340 Mass. Avenue, S.E.
LI. 7-3010

Washington Institute for Employment Training (WIFET)
1510 9th Street, N. W.
HU 3-2535

D.C. Dept. of Vocational Rehabilitation
1331 H Street, N. W.
393-5268

Work Training Opportunities Center
921 Pennsylvania Ave., S.E.
544-8600

Pre-Vocational Training Center
2109 14th Street, N. W.
659-1100 Ext. 477 or 447

Job Development
1719 14th Street, N. W.
659-1100 Ext. 580-587

Post Institutional Center
YMCA 1816 12th Street, N.W.
HO 2-1054

Special Offenders Program
1100 Vermont Avenue, N.W.
659-1100 Ext. 301-324

Misdemeanant Program
Lorton Reformatory (Workhouse)
Occoquan, Va.
SO 8-9200 Ext. 29

Bonabond
412 5th Street, N. W.
Room 105
737-4307

Juvenile Delinquency & Crime Control Girls Services Program
1100 Vermont Avenue, N.W.
659-1100 Ext. 336

Junior Citizens Corps
720 Barry Place, N. W.
232-8700

Job Corps
635 North Carolina Ave. S.E.
544-0457

NYC Counseling Staff
1000 U Street, N. W.
483-2425

II UPO Affiliate Programs (Headquarter Offices) Cont.

NYC Park Service
1225 K Street, N. W.
737-4015

Roving Leaders (D.C. Rec. Dept.)
3149 16th Street, N. W.
234-2050

Community Residential Center DPW
2301 1st Street, N. W.
387-6622

Traveler's Aid
1015 12th Street, N. W.
347-0101

Small Business Development Center
1719 14th Street, N. W.
659-1100 Ext. 580-587

Youth Rehabilitation House
2301 First Street, N. W.
387-6622

Youth Probation House
1238 Harvard Street, N. W.
234-8249

Youth Shelter House
13th & Kenyon Street, N. W.
(Temp.)

III SUBURBAN PROGRAM DEVELOPMENT OFFICES

Arlington Office (John Robinson, Project Leader)
2411 S. Kenmore Road
Arlington, Va. 22206
671-6300

Alexandria Office (Lonnie King, Director)
300-B N. Patrick Street
Alexandria, Va.
549-1323

Fairfax Office (Norman Simms, Project Leader)
6209 Franconia Road
Alexandria, Va.
971-2100

Prince Georges Office (James Taylor, Director)
5713 Sheriff Road
Fairmont Heights, Md.
772-6521

Higher Horizons Program (Mrs. Edna Robinson, Director)
6477 Lincolnia Road
Alexandria, Va.
941-2910

DELEGATE AGENCIES

Gum Springs Office
(Saunders B. Moon Comm. Action Assoc.) (Lacy C. Streeter, Director)
7805 Fordson Road
768-1005

United Community Against Poverty (UCAP) (Mrs. Bonnie Johns, Director)
717 60th Place,
Fairmount Heights, Md.
925-8243

North Arlington Child Care Center (Mr. Joseph Tatnall, Director)
2210 North Alblemarle
Arlington, Va.
525-1990

APPENDIX F-1

SUMMARY OF ANALYSES OF VARIANCE OF MEAN GAINS BY INSTRUCTIONAL SETTING

SUMMARY OF ANALYSES OF VARIANCE OF MEAN GAINS BY INSTRUCTIONAL SETTING[1]

Tests	Among Instructional Settings Mean Square (3 Degrees of Freedom)	Within Instructional Setting		F-Ratio	Probability Level
		Degrees of Freedom	Mean Square		
Word Meaning (SAT)	6.3546	146	1.1166	5.69	.001**
Paragraph Meaning (SAT)	1.3874	144	1.0478	1.32	.269
Spelling (SAT)	2.4476	117	.7186	3.41	.020*
Arithmetic (SAT)	2.7992	111	1.9327	1.45	.233
Goodenough-Harris	.3115	69	.4041	.77	.514
Right-Left Discrimination[2]	.7337[2]	80	.5880	1.25	.293

** Differences highly significant

* Differences significant

[1] Men's Reformatory
Women's Reformatory
Workhouse
United Planning Organization

[2] Right-Left Discrimination Test not given as a post-test with UPO subjects. There are, therefore, only 2 degrees of freedom among institutions for this test.

ERIC Clearinghouse
JUL 1 0 1968
on Adult Education